

Sheila Louise Willamowski

Deputy Legal Counsel

Legislative Aide

House Republican Caucus

Office of Representative Robert R. Cupp

614.644.9820

614.466.9624

Ohio House of Representatives

77 South High Street, 13th Floor | Columbus, Ohio 43215

Sheila.Willamowski@ohiohouse.gov

From: Willamowski, Sheila

Sent: Friday, August 26, 2016 4:03 PM

To: 'erousch@columbus.k12.oh.us'; 'Barbara@oasbo-ohio.org'; 'mike@PFRFCFO.com';
'dotsonm@ohea.org'; 'pjapikse@ohioschoolboards.org'; 'djohnson@oft-aft.org';
'lkeough@ohiocathconf.org'

Cc: Harris, Stephen; Willamowski, Sheila; Rep04; Rep99; Bartlett, Malika; Derksen, Nick;
Lauren Jones

Subject: Education Meeting Invitation From Reps. Cupp and Patterson

Dear Interested Parties:

As you may have heard during yesterday's JEOC meeting, Reps. Cupp and Patterson want to have a small meeting for stakeholders that are greatly impacted by K-12 education transportation funding issues. Specifically, Rep. Cupp has asked for stakeholders to come to the meeting prepared to explain the issues that they would like to see considered in this area. This is expected to be an informal gathering, and IP's need not submit their comments in advance. No formal comments need be submitted, but you are always welcome to share any documents you have.

Rep. Cupp would like to move forward quickly, and has asked to try to make this happen in the next two weeks.

Here are the dates/times we are considering:

Thursday (September 1) between 11 am and 5 pm

Friday (September 2) between 10 am and 5 pm

The meeting is expected to be held in the Riffe Center in downtown Columbus. The meeting is expected to last between one to two hours.

Please let me know if you are able to meet during these dates and times, and of any conflicts you may have during these time frames. We will do our best to work around your schedules,

but if we cannot make it work for every individual, you are welcome to send another organizational representative in your place. Alternatively, you are welcome to call-in from a remote location. Once I hear back from everyone, I'll announce the date and time settled upon.

Finally, if you know of another individual that you think should also be in attendance, please let me know their name and email address. We are trying to not overlap interests, but we certainly want to be mindful of all relevant parties.

Thank you in advance for your coordination efforts and continued efforts in addressing this important issue.

Best regards,
Sheila

Sheila Louise Willamowski

Deputy Legal Counsel

House Republican Caucus

614.644.9820

Ohio House of Representatives

77 South High Street, 13th Floor | Columbus, Ohio 43215

Sheila.Willamowski@ohiohouse.gov

Legislative Aide

Office of Representative Robert R. Cupp

614.466.9624

From: Ohio Ed Updates
Sent: Friday, September 2, 2016 7:40 AM
To: Derksen, Nick
Subject: Ed. News - Sep. 2, 2016

Having trouble reading this email? [View it in your browser.](#)

Sep. 2, 2016



State Education News

Ohio among 4 states to mark lower obesity rate

Toledo Blade

9/2/2016

Ohio is one of only four states to see a decrease in adult obesity rates over the last year, according to a report released.

<http://www.toledoblade.com/Medical/2016/09/02/Ohio-among-4-states-to-mark-lower-obesity-rate.html>

Ohio Dept. of Education seeks input

Bryan Times

9/2/2016

Input from all stakeholders in the education process is being sought by the Ohio Department of Education.

http://www.bryantimes.com/news/education/ohio-dept-of-education-seeks-input/article_ad7b9eff-95af-5267-918f-35f8b8976f05.html

Charter reviews are on schedule after Supt DeMaria sidesteps controversy

Cleveland Plain Dealer

9/2/2016

Key reviews in Ohio's charter school quality effort won't be delayed by a controversy over changing a few procedures.

http://www.cleveland.com/metro/index.ssf/2016/09/charter_school_reviews_are_back_on_schedule_after_state_superintendent_paolo_demaria_sidesteps_rule_change_controversy.html

Department pushes ahead with charter sponsor evaluations

Humans, the Latest MOO Feature

Inside Higher Ed

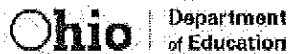
9/2/2016

One of the Massachusetts Institute of Technology's most popular massive open online courses is adding a feature.

<https://www.insidehighered.com/news/2016/09/02/massachusetts-institute-technology-experiments-instructor-grading-massive-open>

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get the word out.

From: Education Week

Sent: Tuesday, October 11, 2016 8:33 AM

To: Derksen, Nick

Subject: EdWeek Update: Bilingual Education Poised for a Comeback in California

Your daily education news and insight for October 11, 2016. View as web page.

EDUCATION WEEK



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UPDATE >

Bilingual Education Poised for a Comeback in California Schools

Nearly 20 years after voting to restrict bilingual education in a state with more than 1 million schoolchildren who don't speak English as their first language, California voters appear poised to reverse that ban. [Read more.](#)



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Academic Language Key Teaching Strategies

By focusing on academic language skills in instruction educators can have a considerable impact on students' reading comprehension and educational achievement. Use the following strategies for practical, meaningful ways to teach these important skills across the curriculum. [Download the strategies.](#)

Chicago District And Teachers Avert Strike With Tentative Contract Deal

The last-minute deal on a teacher contract in Chicago came minutes before a midnight deadline Monday, narrowly averting what would have been the city's second teachers' strike in four years. [Read more.](#)

(District Dossier)

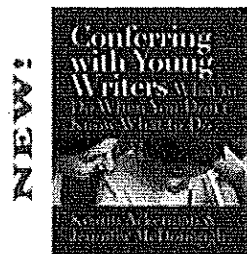


Storm Clouds Over Ed-Tech Law's Renewal

Despite a late, bipartisan push, momentum seems to have stalled in the U.S. Senate on the Carl D. Perkins Career and Technical Education Act. [Read more.](#)

(Education Week)

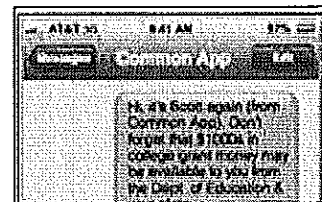
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"Steeped in wisdom and years of classroom practice." -Georgia Heard.

[Conferring with Young Writers](#) offers practical advice for one of the hardest parts of writing instruction. You'll see how to use the "3 Fs"-frequency, focus, and follow-up-to build trust and help your students learn key writing strategies. [Preview the entire book!](#)

Using Texts to 'Nudge' Students on Financial Aid



Research shows that simple text messages can help students stay on track with important parts of the college application process. The Common Application is using the technique to help students apply for financial aid. [Read more.](#)

(High School & Beyond)

OPINION

Waking the Sleeping Giant of Faculty Capacity

If a highly productive faculty becomes lulled into a sleeping giant, growth of students will slow also, argue Jill Berkowicz and Ann Myers. [Read more.](#)

(Leadership 360)

MORE NEWS

Wikileaks Emails: AFT Worried Joel Klein Was Helping Hillary Clinton's Campaign

(Politics K-12)

More Schools Replace Columbus Day With Indigenous Peoples Day

(Curriculum Matters)

Districts Look to Convert Vacant Schools Into Teacher Housing

(Teacher Beat)

Jobs Will Require Ongoing Training, Study Finds

(High School & Beyond)

Texas Middle School Uses Time Before First Bell to Make Student Minds 'Go'

(Time and Learning)

K-12 Dealmaking: Schoolzilla Acquires Decision Science Labs; codeSpark Raises \$4.1 Million

(Marketplace K-12)

MORE VIEWS

Gamification Can Reinvigorate Teaching and Learning: An Introduction

(Education Futures: Emerging Trends in K-12)

Closing the Opportunity Gap at University Academy

(Vander Ark on Innovation)

What We Are Missing as Teacher Advocates: Teaching vs. Telling

(An Edugeek's Guide to K-12 Practice and Policy)

How High-Flying Teachers Get Their Wings

(Teacher-Leader Voices)

The Full Picture: A Student Perspective on Ethnic Studies

(The Intersection: Culture and Race in Schools)

Why Do I Always Feel So Guilty About Taking Care of Myself?

(Work in Progress)

Finding a Mentor

(Career Corner)

MOST POPULAR STORIES

1. Why Don't the Common-Core Standards Include Cursive Writing? (Curriculum Matters Blog)
2. No Child Left Behind Overview: Definitions, Requirements, Criticisms, and More
3. Clinton Hits Trump in Debate for Setting Bad Example for Children (Politics K-12 Blog)
4. Compare the Candidates: Where Do Clinton and Trump Stand on Education Issues?
5. How to Bring Math Into Students' Real Lives (Commentary)

TopSchoolJobs

- + [Virtual Career Fair](#) Hawaii Department of Education, HI
- + [PRINCIPAL – STEM3 ACADEMY](#) The Help Group, Valley Glen, CA

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From: Kasych, Shawn
Sent: Friday, October 28, 2016 12:02 PM
To: Derksen, Nick
Subject: Fwd: please call

Please call.

Shawn Kasych
Majority Policy Director
614.466.0863

Begin forwarded message:

From: Melissa Cropper <mcropper@oft-aft.org>
Date: October 28, 2016 at 1:46:50 PM EDT
To: <shawn.kasych@ohiohouse.gov>
Subject: please call

Please call me concerning a discussion around education policy. I have tried calling your number for the last three days but have not gotten a response. I am hopeful that this email will generate a response. I can be reached at the email below or on my cell at 937.213.1273.

Sincerely,
Melissa

Melissa Cropper, President
Ohio Federation of Teachers
1251 East Broad Street
Columbus, OH 43205
614.258.3240
mcropper@oft-aft.org

From: Derksen, Nick
Sent: Friday, October 28, 2016 12:09 PM
To: Kasych, Shawn
Subject: RE: please call

Will do.

Nick
614-466-2361
Nick.Derksen@ohiohouse.gov

From: Kasych, Shawn
Sent: Friday, October 28, 2016 3:02 PM
To: Derksen, Nick <Nick.Derksen@ohiohouse.gov>
Subject: Fwd: please call

Please call.

Shawn Kasych
Majority Policy Director
614.466.0863

Begin forwarded message:

From: Melissa Cropper <mcropper@oft-aft.org>
Date: October 28, 2016 at 1:46:50 PM EDT
To: <shawn.kasych@ohiohouse.gov>
Subject: please call

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Melissa

Melissa Cropper, President

Ohio Federation of Teachers
1251 East Broad Street
Columbus, OH 43205
614.258.3240
mcropper@oft-aft.org

From: Derksen, Nick
Sent: Friday, October 28, 2016 12:28 PM
To: Kasych, Shawn
Subject: RE: please call

Shawn,

I left a message with Melissa.

Best,

Nick
614-466-2361
Nick.Derksen@ohiohouse.gov

From: Kasych, Shawn
Sent: Friday, October 28, 2016 3:02 PM
To: Derksen, Nick <Nick.Derksen@ohiohouse.gov>
Subject: Fwd: please call

Please call.

Shawn Kasych
Majority Policy Director
614.466.0863

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Date: October 28, 2016 at 1:46:50 PM EDT
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Melissa

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Ohio Federation of Teachers
1251 East Broad Street
Columbus, OH 43205
614.258.3240
mcropper@oft-aft.org

From: Education Week

Sent: Monday, November 7, 2016 8:14 AM

To: Derksen, Nick

Subject: EdWeek Update: Should School Schedules Shift to 9-to-5?

Your daily education news and insight for November 7, 2016. View as web page.



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EDUCATION WEEK

EDWEEK UPDATE >

Common Core: Teach Literacy in Every Subject

The common core's lesser-known literacy standards call for teaching students to write, read, and analyze like historians, scientists, or other discipline experts.

[Read more.](#)



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Election 2016: We're keeping track of what matters to educators in the presidential race and state-level races and ballots. View our voters' guide to get up to speed and check edweek.org tomorrow for the latest.

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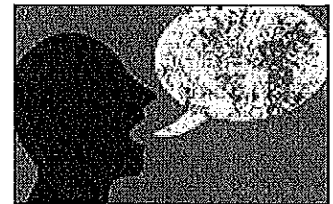
Complex times call for clear solutions.

If initiative overload and fragmentation are keeping your best plans from becoming reality, it's time to start leading differently. In this free webinar, **Michael Fullan** presents the Coherence Framework—a dynamic, customizable road map to successful and sustainable change. [Watch the recording now.](#)

COMMENTARY

Don't Let Partisanship Overshadow Fact-Finding

This divisive election season is a stark reminder of the role of objective information in informing policy, writes Michael J. Feuer [Read more.](#)
(*Education Week*)

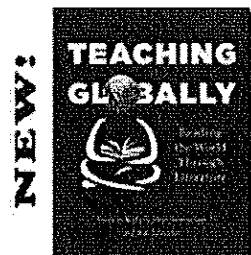


To Raise or Not to Raise the Charter School Cap? Mass. Voters to Decide

A ballot question on whether to raise the charter school cap in Massachusetts has become the dominant school choice political story of this election. [Read more.](#)
(*Charters & Choice*)

• 2016 Elections: *Education Week's* Voters' Guide

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Connect your students to the world with **Teaching Globally**. You'll get specific strategies on how to use children's literature to help students explore their own cultural identities in both ELA and social studies. Includes extensive book recommendations, online resources, and strategies for classroom dialogue. [Preview the entire book!](#)

Bilingual Education in California? State Voters to Decide (Video)

In California, nearly 1 in every 4 children don't speak English fluently. On Election Day, the state's voters will decide whether to overturn a longstanding policy of teaching these children in English-only classrooms, or whether to embrace bilingual forms of teaching. [Read more.](#)

(On Air: A Video Blog)

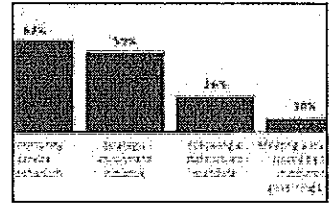


Dual Enrollment: Good for Colleges, Not Just Students, Survey Finds

A new study finds that colleges and universities are using dual-enrollment programs as recruiting tools, as well as to serve students who seek a challenge. [Read more.](#)

(High School & Beyond)

- Are Dual-Enrollment Programs Overpromising?



Should School Schedules Shift to 9-to-5?

A new study by the Center for American Progress finds that typical school schedules place hardships on working parents by averaging 2 days off a year excluding summer recess. [Read more.](#)

(Time and Learning)

MORE NEWS

Promise to Problems: 15 Years of EdWeek Coverage of Cyber Charter Schools

(Digital Education)

AFT vs. Everybody? Asking Whether Draft ESSA Rules Ban Forced Teacher Transfers

(Politics K-12)

Why Most Parents Home School: Safety, Drugs, and Peer Pressure, Study Finds

(Charters & Choice)

Some Free Advice for Melania Trump on Fighting Cyberbullying

(Rules for Engagement)

Education Secretary Stumps for High-Quality Preschool in Speech

(Early Years)

California Adopts Framework for Teaching Science

(Curriculum Matters)

N.C. Gets New Insights on Teacher Turnover

(Teacher Beat)

Yonkers, N.Y., District Commits to More Inclusion of Students with Disabilities

(On Special Education)

Newark Parents File Suit Against New Jersey's Teacher Tenure Law

(Teacher Beat)

MORE VIEWS

Civics Education Faces Reality

(Walt Gardner's Reality Check)

We Need Leaders Strong Enough to Be 'Humble and Kind'

(Leadership 360)

Lower Your Status. Raise Theirs.

(Finding Common Ground)

Helping Parents Support Students at the Kitchen Table

(Work in Progress)

Amusing Ourselves Into Oblivion

(Teacher in a Strange Land)

Hard to Do Well: Project-Based Learning and Authentic Learning Design

(Learning Deeply)

Response: 'Controversial Topics Should Not Be Avoided' in School

(Classroom Q&A With Larry Ferlazzo)

Students Need to Learn How to Obtain Knowledge: Part II

(Education Futures: Emerging Trends in K-12)

MOST POPULAR STORIES

- 1. Why Students Can't Google Their Way to the Truth (Commentary)**
- 2. 4 Lessons Principals Can Learn From Their Staff (Finding Common Ground Blog)**
- 3. A Virtual Mess: Inside Colorado's Largest Online Charter School**
- 4. Compare the Candidates: Where Do Clinton and Trump Stand on Education Issues?**
- 5. No Child Left Behind Overview: Definitions, Requirements, Criticisms, and More**

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- + [Superintendent Search Consultant](#) Aberdeen School District, MS
- + [Founding Principal Promise Academy #3](#) Promise Academy, Memphis, TN
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From: Kasych, Shawn
Sent: Wednesday, November 9, 2016 2:35 PM
To: 'Cassie (Gaffney) Batson'; Rep91; Rep48; Rep93
CC: Derksen, Nick; Snider, Grace; Lundregan, Scott; Zielinski, Justin; Adrian Allison; Dan Good - Superintendent; David James; David Quolke; David Romick; Druant; Eric S. Gordon; Julie Sellers; Kevin Dalton; Krish Mohip; Larry Ellis; Mary Ronan; Pat Shipe; Paul Palomba; Rhonda Corr; Tracey Johnson; Lori McClung; Scarlett Boudier
Subject: RE: Education Policy Summit Follow Up

Extremely helpful Cassie!

Thanks so much again for your organization's participation. Never hesitate to contact me.

Shawn Kasych
Majority Policy Director
614.466.0863

From: Cassie (Gaffney) Batson [mailto:cassie@advocacyandcommunication.org]
Sent: Wednesday, November 09, 2016 5:23 PM
To: Rep91 <Rep91@ohiohouse.gov>; Rep48 <Rep48@ohiohouse.gov>; Rep93 <Rep93@ohiohouse.gov>
Cc: Derksen, Nick <Nick.Derksen@ohiohouse.gov>; Kasych, Shawn <Shawn.Kasych@ohiohouse.gov>; Snider, Grace <Grace.Snider@ohiohouse.gov>; Lundregan, Scott <Scott.Lundregan@ohiohouse.gov>; Zielinski, Justin <Justin.Zielinski@ohiohouse.gov>; Adrian Allison <allison_a@ccsdistrict.org>; Dan Good - Superintendent <superintendent@columbus.k12.oh.us>; David James <djames@akron.k12.oh.us>; David Quolke <dquolke@ameritech.net>; David Romick <DARomick@dps.k12.oh.us>; Druant <rdurant@tps.org>; Eric S. Gordon <Eric.Gordon@clevelandmetroschools.org>; Julie Sellers <jsellers@cft-aft.org>; Kevin Dalton <kevin.dalton.tft@gmail.com>; Krish Mohip <Krish.Mohip@youngstown.k12.oh.us>; Larry Ellis <yeaellis@aol.com>; Mary Ronan <ronanma@cpsboe.k12.oh.us>; Pat Shipe <pshipe@akronteach.org>; Paul Palomba <palomba8532@yahoo.com>; Rhonda Corr <RACorr@dps.k12.oh.us>; Tracey Johnson <johnsont@ceaohio.org>; Lori McClung <lori@advocacyandcommunication.org>; Scarlett Boudier <scarlett@advocacyandcommunication.org>
Subject: Education Policy Summit Follow Up

Good afternoon

On behalf of the Ohio 8 Coalition please see the attached memo following up on Speaker Rosenberger's Education Policy Summit on October 21, 2016.

Please let me know if you have any questions.

--

Cassie (Gaffney) Batson
Strategist
Advocacy & Communication Solutions, LLC
Offices in Ohio, Arizona, and Washington, D.C.
Toll-free: 877.372.0166, ext. 5
Cell: 440.292.5012
Cassie@advocacyandcommunication.org
www.advocacyandcommunication.org
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2015 Marcom Award Winner 2015 Weatherhead 100 Upstart Winner

From: Derksen, Nick
Sent: Thursday, November 10, 2016 2:23 PM
To: 'Cassie (Gaffney) Batson'; Rep91; Rep48; Rep93
CC: Kasych, Shawn; Snider, Grace; Lundregan, Scott; Zielinski, Justin; Adrian Allison; Dan Good - Superintendent; David James; David Quolke; David Romick; Druant; Eric S. Gordon; Julie Sellers; Kevin Dalton; Krish Mohip; Larry Ellis; Mary Ronan; Pat Shipe; Paul Palomba; Rhonda Corr; Tracey Johnson; Lori McClung; Scarlett Boudier
Subject: RE: Education Policy Summit Follow Up

Good evening Cassie,

Thank you very much for sending along these recommendations for The Ohio 8's participation in the Education Policy Summit.

Look forward to continued discussions moving forward.

Best,

Nick
614-466-2361
Nick.Derksen@ohiohouse.gov

From: Cassie (Gaffney) Batson [mailto:cassie@advocacyandcommunication.org]
Sent: Wednesday, November 09, 2016 5:23 PM
To: Rep91 <Rep91@ohiohouse.gov>; Rep48 <Rep48@ohiohouse.gov>; Rep93 <Rep93@ohiohouse.gov>
Cc: Derksen, Nick <Nick.Derksen@ohiohouse.gov>; Kasych, Shawn <Shawn.Kasych@ohiohouse.gov>; Snider, Grace <Grace.Snider@ohiohouse.gov>; Lundregan, Scott <Scott.Lundregan@ohiohouse.gov>; Zielinski, Justin <Justin.Zielinski@ohiohouse.gov>; Adrian Allison <allison_a@ccsdistrict.org>; Dan Good - Superintendent <superintendent@columbus.k12.oh.us>; David James <djames@akron.k12.oh.us>; David Quolke <dquolke@ameritech.net>; David Romick <DARomick@dps.k12.oh.us>; Druant <rdurant@tps.org>; Eric S. Gordon <Eric.Gordon@clevelandmetroschools.org>; Julie Sellers <jsellers@cft-aft.org>; Kevin Dalton <kevin.dalton.tft@gmail.com>; Krish Mohip <Krish.Mohip@youngstown.k12.oh.us>; Larry Ellis <yeaellis@aol.com>; Mary Ronan <ronanma@cpsboe.k12.oh.us>; Pat Shipe <pshipe@akronteach.org>; Paul Palomba <palomba8532@yahoo.com>; Rhonda Corr

<RACorr@dps.k12.oh.us>; Tracey Johnson <johnsont@ceaohio.org>; Lori McClung
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Cassie (Gaffney) Batson
Strategist
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Offices in Ohio, Arizona, and Washington, D.C.
Toll-free: 877.372.0166, ext. 5
Cell: 440.292.5012
Cassie@advocacyandcommunication.org
www.advocacyandcommunication.org
Follow us on [LinkedIn](#) and [Medium](#)



2015 Marcom Award Winner 2015 Weatherhead 100 Upstart Winner

From: Kelly Loftus
Sent: Monday, November 28, 2016 11:17 AM
To: Derksen, Nick
Subject: Meeting w/Speaker Rosenberger

Hello Nick,

I have updated the calendar. Darold Johnson, Director of Legislation and Political Action with OFT will also attend.

Kelly

Kelly Loftus
Administrative Assistant/Office Manager
Melissa Cropper, President | Ohio Federation of Teachers
1251 East Broad Street
Columbus, OH 43205

T: 614-258-3240 | F: 614-257-4193
www.oft-aft.org
Twitter: OFTAdvocate | Facebook: [facebook.com/OFTunion](https://www.facebook.com/OFTunion)

From: Derksen, Nick
Sent: Monday, November 28, 2016 11:17 AM
To: 'Kelly Loftus'
Subject: RE: Meeting w/Speaker Rosenberger

Thank you!

Nick
614-466-2361
Nick.Derksen@ohiohouse.gov

From: Kelly Loftus [mailto:kloftus@oft-aft.org]
Sent: Monday, November 28, 2016 2:17 PM
To: Derksen, Nick <Nick.Derksen@ohiohouse.gov>
Subject: Meeting w/Speaker Rosenberger

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Kelly

Kelly Loftus
Administrative Assistant/Office Manager
Melissa Cropper, President | Ohio Federation of Teachers
1251 East Broad Street
Columbus, OH 43205

T: 614-258-3240 | F: 614-257-4193
www.oft-aft.org
Twitter: OFTAdvocate | Facebook: [facebook.com/OFTunion](https://www.facebook.com/OFTunion)

From: Derksen, Nick
Sent: Monday, November 28, 2016 11:18 AM
To: Day, Jennelle
CC: Kasych, Shawn
Subject: FW: Meeting w/Speaker Rosenberger

FYI.

Melissa Cropper and Darold Johnson from OFT will be attending the meeting.

Best,

Nick
614-466-2361

Nick.Derksen@ohiohouse.gov

From: Kelly Loftus [mailto:kloftus@oft-aft.org]
Sent: Monday, November 28, 2016 2:17 PM
To: Derksen, Nick <Nick.Derksen@ohiohouse.gov>
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Melissa Cropper, President | Ohio Federation of Teachers
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Twitter: OFTAdvocate | Facebook: [facebook.com/OFTunion](https://www.facebook.com/OFTunion)

From: Derksen, Nick
Sent: Monday, November 28, 2016 12:41 PM
To: Day, Jennelle
CC: Kasych, Shawn
Subject: FW: Meeting Follow-up

FYI

Nick
614-466-2361
Nick.Derksen@ohiohouse.gov

From: Darold Johnson [mailto:djohnson@oft-aft.org]
Sent: Monday, November 28, 2016 3:40 PM
To: Derksen, Nick <Nick.Derksen@ohiohouse.gov>
Cc: Melissa Cropper <mcropper@oft-aft.org>; Day, Jennelle <Jennelle.Day@ohiohouse.gov>
Subject: Re: Meeting Follow-up

Hi Nick

The following will be attending: Melissa Cropper, President, Darold Johnson, Kevin Dalton President of Toledo Federation of Teachers, and Julie Sellers President of Cincinnati Teachers.

Our topic will be ESSA. Thanks for your help.

Darold Johnson
Ohio Federation of Teachers
Dir. of Legislation and Political Action
Work: 614-257-4191
Cell: 614-3093762

On Nov 28, 2016, at 2:07 PM, Nick.Derksen@ohiohouse.gov wrote:

Good afternoon Melissa,

I wanted to touch base about the meeting scheduled for this Wednesday with Speaker Rosenberger taking place at 4:00pm. The Speaker was inquiring how many would be attending the meeting and also to let you know it will run from 4-4:30pm.

Please let me know as soon as possible.

Best,
Nick Derksen

Nicholas J. Derksen

Majority Policy Advisor | Speaker Clifford A. Rosenberger
Ohio House of Representatives | 77 S. High Street, 14th Floor, Columbus, Ohio
43215
Office: 614.466.2361 | Mobile: 937.602.2174 | Nick.Derksen@ohiohouse.gov

From: Derksen, Nick
Sent: Monday, November 28, 2016 12:41 PM
To: 'Darold Johnson'
CC: 'Melissa Cropper'
Subject: RE: Meeting Follow-up

Thanks Darold!

Nick
614-466-2361
Nick.Derksen@ohiohouse.gov

From: Darold Johnson [<mailto:djohnson@oft-aft.org>]
Sent: Monday, November 28, 2016 3:40 PM
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Ohio House of Representatives | 77 S. High Street, 14th Floor, Columbus, Ohio
43215
Office: 614.466.2361 | Mobile: 937.602.2174 | Nick.Derksen@ohiohouse.gov

From: Education Week

Sent: Tuesday, January 10, 2017 7:46 AM

To: Derksen, Nick

Subject: EdWeek Update: Obama's Legacy on K-12 One of Bold Achievements, Fierce Blowback

Your daily education news and insight for January 10, 2017. View as web page.

EDWEEK Market Brief: WEBINAR

What Kind of "Research" Do K-12 Companies Need for Their Products?

PREMIUM WEBINAR (FREE FOR MARKET BRIEF MEMBERS) WEDNESDAY JAN. 18, 2017 / 11 A.M. TO 12 P.M. ET

EDUCATION WEEK

EDWEEK UPDATE >

Obama's Legacy on K-12 One of Bold Achievements, Fierce Blowback

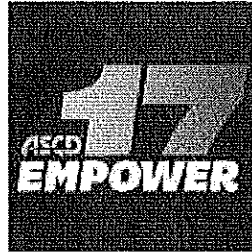
The president entered office in 2009 with education a top priority, scoring game-changing policy wins in some areas before hitting stiff headwinds in his second term. [Read more.](#)

- Review of Obama's Ed. Legacy on PBS NewsHour

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Senate Education Panel Delays Betsy DeVos' Confirmation Hearing

The hearing, which was slated for Wednesday morning, has been moved to Tuesday, Jan. 17, at 5 p.m., according to a statement sent late Monday. [Read more.](#)

(Politics K-12)

Ten Questions Senators Could Ask Education Secretary Nominee Betsy DeVos

Topics could include the common core, the role of Washington in education policy, and her background as a major donor to Republican Party candidates and causes. [Read more.](#)

(Politics K-12)



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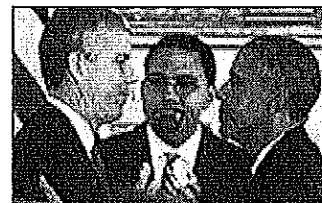


Becoming the Math Teacher You Wish You'd Had shows teachers how to make math class more like the playful, creative, and captivating experience mathematicians describe. Author Tracy Zager tackles big ideas and instructional decisions, drawing on years of work with amazing teachers from across the country. [Click here to preview the entire book!](#)

The Obama Administration's Imprint on K-12 Policy: A Roundup

From his Race to the Top program to civil rights enforcement and his focus on early education and immigrant students, President Barack Obama made education a signature issue. [Read more.](#)

(Education Week)



How Obama Wielded the Presidential Megaphone

At high-profile moments, President Barack Obama used the stature of the office to champion young people's education and well-being, sometimes in starkly personal terms. [Read more.](#)

(Education Week)



Bullying and Students With Disabilities: A Resource Guide

The livestreamed attack on a man with mental disabilities in Chicago has raised attention to the problem of bullying in this uniquely vulnerable population. [Read more.](#)

(On Special Education)

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Finalists for 2017 National Teacher of the Year Come From Creative Backgrounds

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More States Mull Changes to Teacher Evaluation Systems

(Teacher Beat)

UFT Says Trump's Voucher Plan Could Hurt City's Poor Students

(Teacher Beat)

Senator Says Betsy DeVos Backs Letting States Opt Out of Federal Oversight

(Politics K-12)

Justices Decline to Hear Appeal of Former Poughkeepsie, N.Y., Superintendent

(The School Law Blog)

AFT President: Unqualified 'Ideologue' Betsy DeVos Could Undo ESSA Consensus

(Politics K-12)

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(On California)

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(Classroom Q&A With Larry Ferlazzo)

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4. Supporters and Skeptics of Betsy DeVos, Trump's Nominee for Education Secretary

(Politics K-12)

5. *Quality Counts* 2017: State Report Cards Map

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- + [Charter Careers NJ - Virtual Job Fair](#) New Jersey Charter Schools Association, NJ
- + [Director of Learning Services - Culturally and Linguistically Diverse Education \(CLDE\)](#) Westminster Public Schools, Westminster, CO

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From: Kelly Loftus
Sent: Wednesday, January 25, 2017 7:22 AM
To: Derksen, Nick
Subject: mtg w/ Melissa Cropper & Darold Johnson

Hello Nick,

Would you be available to meet Tuesday, February 7 @9am or Wednesday, February 9 @11am?

Is it convenient for you to come to the OFT office or is there a place you would like to meet?

Kelly Loftus
Administrative Assistant/Office Manager
Melissa Cropper, President | Ohio Federation of Teachers
1251 East Broad Street
Columbus, OH 43205

T: 614-258-3240 | F: 614-257-4193
www.oft-aft.org
Twitter: OFTAdvocate | Facebook: [facebook.com/OFTunion](https://www.facebook.com/OFTunion)

From: Derksen, Nick
Sent: Wednesday, January 25, 2017 7:58 AM
To: 'Darold Johnson'
Subject: RE: Meeting Request

Thanks Darold!

Nick
614-466-2361
Nick.Derksen@ohiohouse.gov

From: Darold Johnson [<mailto:djohnson@oft-aft.org>]
Sent: Wednesday, January 25, 2017 10:02 AM
To: Derksen, Nick <Nick.Derksen@ohiohouse.gov>
Cc: Kelly Loftus <kloftus@oft-aft.org>
Subject: Re: Meeting Request

Hi Nick

I am forwarding this email to kelly our office manager and she will get back with you. Hope you had some time off.

Darold Johnson
Ohio Federation of Teachers
Dir. of Legislation and Political Action
Work: 614-257-4191
Cell: 614-3093762

On Jan 24, 2017, at 5:06 PM, Nick.Derksen@ohiohouse.gov wrote:

Darold,

I wanted to find a time/date in the next couple of weeks to meet with Melissa Cropper and yourself.

Please feel free to let me know of some times/dates that may work in

your schedules.

Best,

Nick Derksen

From:
Sent: Wednesday, January 25, 2017 7:58 AM
To: Kelly Loftus
Subject: RE: mtg w/ Melissa Cropper & Darold Johnson

Nick
614-466-2361
Nick.Derksen@ohiohouse.gov

From: Kelly Loftus [mailto:kloftus@oft-aft.org]
Sent: Wednesday, January 25, 2017 10:22 AM
To: Derksen, Nick <Nick.Derksen@ohiohouse.gov>
Subject: mtg w/ Melissa Cropper & Darold Johnson

Hello Nick,

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www.oft-aft.org

Twitter: OFTAdvocate | Facebook: [facebook.com/OFTunion](https://www.facebook.com/OFTunion)

From: Derksen, Nick
Sent: Thursday, January 26, 2017 10:52 AM
To: 'Kelly Loftus'
Subject: RE: mtg w/ Melissa Cropper & Darold Johnson

Kelly,

Let's pencil in 2/7 @ 9:00am unless committee is slated to meet.

Thanks!

Nick
614-466-2361
Nick.Derksen@ohiohouse.gov

From: Kelly Loftus [mailto:kloftus@oft-aft.org]
Sent: Wednesday, January 25, 2017 10:22 AM
To: Derksen, Nick <Nick.Derksen@ohiohouse.gov>
Subject: mtg w/ Melissa Cropper & Darold Johnson

Hello Nick,

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From: Kelly Loftus
Sent: Friday, January 27, 2017 7:37 AM
To: Derksen, Nick
Subject: Re: mtg w/ Melissa Cropper & Darold Johnson

Nick,

All set for 2/7 @ 9am. Where would you like to meet?

Kelly Loftus
Administrative Assistant/Office Manager
Melissa Cropper, President | Ohio Federation of Teachers
1251 East Broad Street
Columbus, OH 43205

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On Jan 26, 2017, at 1:51 PM, Nick.Derksen@ohiohouse.gov wrote:

Kelly,

Let's pencil in 2/7 @ 9:00am unless committee is slated to meet.

Thanks!

Nick
614-466-2361
Nick.Derksen@ohiohouse.gov

From: Kelly Loftus [<mailto:kloftus@oft-aft.org>]
Sent: Wednesday, January 25, 2017 10:22 AM
To: Derksen, Nick <Nick.Derksen@ohiohouse.gov>
Subject: mtg w/ Melissa Cropper & Darold Johnson

Hello Nick,

Would you be available to meet Tuesday, February 7 @9am or
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From: Derksen, Nick
Sent: Friday, January 27, 2017 7:43 AM
To: Kelly Loftus
Subject: Re: mtg w/ Melissa Cropper & Darold Johnson

Kelly,

I actually just realized I cannot do 2/7 @ 9am due to a scheduling conflict.

What other dates are available?

Nick Derksen

On Jan 27, 2017, at 10:37 AM, Kelly Loftus <kloftus@oft-aft.org> wrote:

Nick,

All set for 2/7 @ 9am. Where would you like to meet?

Kelly Loftus
Administrative Assistant/Office Manager
Melissa Cropper, President | Ohio Federation of Teachers
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Columbus, OH 43205

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Kelly,

Let's pencil in 2/7 @ 9:00am unless committee is slated to meet.

Thanks!

Nick
614-466-2361

Nick.Derksen@ohiohouse.gov

From: Kelly Loftus [<mailto:kloftus@oft-aft.org>]
Sent: Wednesday, January 25, 2017 10:22 AM
To: Derksen, Nick <Nick.Derksen@ohiohouse.gov>
Subject: mtg w/ Melissa Cropper & Darold Johnson

Hello Nick,

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From: Kelly Loftus
Sent: Friday, January 27, 2017 7:45 AM
To: Derksen, Nick
Subject: Re: mtg w/ Melissa Cropper & Darold Johnson

Hi Nick,

Thursday 2/9 is pretty open until 1pm Could that work for you?

Kelly

Kelly Loftus
Administrative Assistant/Office Manager
Melissa Cropper, President | Ohio Federation of Teachers
1251 East Broad Street
Columbus, OH 43205

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On Jan 27, 2017, at 10:42 AM, Nick.Derksen@ohiohouse.gov wrote:

Kelly,

I actually just realized I cannot do 2/7 @ 9am due to a scheduling conflict.

What other dates are available?

Nick Derksen

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Sent: Wednesday, January 25, 2017 10:22 AM

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Subject: mtg w/ Melissa Cropper & Darold Johnson

Hello Nick,

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Kelly Loftus
Administrative Assistant/Office Manager
Melissa Cropper, President | Ohio Federation of
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1251 East Broad Street
Columbus, OH 43205

T: 614-258-3240 | F: 614-257-4193

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From: Derksen, Nick
Sent: Friday, January 27, 2017 7:53 AM
To: Kelly Loftus
Subject: Re: mtg w/ Melissa Cropper & Darold Johnson

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Nick Derksen

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Nick
614-466-2361
Nick.Derksen@ohiohouse.gov
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From: Kelly Loftus
[\[mailto:kloftus@oft-](mailto:kloftus@oft-aft.org)

aft.org]

Sent: Wednesday, January
25, 2017 10:22 AM

To: Derksen, Nick
<Nick.Derksen@ohiohouse.gov>

Subject: mtg w/ Melissa
Cropper & Darold Johnson

Hello Nick,

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to meet Tuesday,
February 7 @9am or
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Twitter:

OFTAdvocate | Facebook: [faceb
ook.com/OFTunion](https://www.facebook.com/OFTunion)

From: Kelly Loftus
Sent: Friday, January 27, 2017 8:05 AM
To: Derksen, Nick
Subject: Re: mtg w/ Melissa Cropper & Darold Johnson

Where would you like to meet?

Kelly

Kelly Loftus
Administrative Assistant/Office Manager
Melissa Cropper, President | Ohio Federation of Teachers
1251 East Broad Street
Columbus, OH 43205

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Nick Derksen

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Nick
614-466-
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Nick.Derks
en@ohioh
ouse.gov

From: Kelly
Loftus
[mailto:kloftus@oft-aft.org]
Sent: Wednesday,
January 25,
2017 10:22
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To: Derksen, Nick
<Nick.Derksen@ohiohouse.gov>
Subject: mtg w/

Melissa
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Darold
Johnson

Hello
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Kelly Loftus
Administrative
Assistant/Office
Manager
Melissa
Cropper,
President |
Ohio
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of Teachers

1251 East
Broad
Street
Columbus,
OH 43205

T: 614-258-
3240 | F:
614-257-
4193

[www.oft-
aft.org](http://www.oft-aft.org)

Twitter:

OFTAdvocate

| Facebook: [f
acebook.com/](https://www.facebook.com/oftadvocate)

[OFTunion](https://www.facebook.com/oftunion)

From: Derksen, Nick
Sent: Monday, January 30, 2017 5:44 AM
To: 'Kelly Loftus'
Subject: RE: mtg w/ Melissa Cropper & Darold Johnson

Kelly,

My office is fine.

Riffe -- 14th Floor

Thanks!

Nick
614-466-2361
Nick.Derksen@ohiohouse.gov

From: Kelly Loftus [mailto:kloftus@oft-aft.org]
Sent: Friday, January 27, 2017 11:05 AM
To: Derksen, Nick <Nick.Derksen@ohiohouse.gov>
Subject: Re: mtg w/ Melissa Cropper & Darold Johnson

Where would you like to meet?

Kelly

Kelly Loftus
Administrative Assistant/Office Manager
Melissa Cropper, President | Ohio Federation of Teachers
1251 East Broad Street
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Twitter:

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On Jan 26,
2017, at
1:51 PM,
[Nick.Derk
sen@ohio
house.gov](mailto:Nick.Derk
sen@ohio
house.gov)
wrote:

Kelly,

Let's
pencil in
2/7 @
9:00am
unless
committee
is slated to
meet.

Thanks!

Nick
614-466-
2361

Nick.Derks
en@ohioh
ouse.gov

From: Kelly
Loftus
[mailto:kloftus@oft-aft.org]

Sent: Wednesday,
January 25,
2017 10:22
AM

To: Derksen, Nick
<Nick.Derksen@ohiohouse.gov>

Subject: mtg w/
Melissa
Cropper &
Darold
Johnson

Hello
Nick,

Would
you be
available
to meet
Tuesday,
February
7 @9am
or
Wednesday,
February

9

@11am?

Is it
convenient
for you
to come to
the OFT
office or is
there a
place you
would like
to meet?

Kelly Loftus
Administrative
Assistant/Office
Manager
Melissa
Cropper,
President |
Ohio
Federation
of Teachers
1251 East
Broad
Street
Columbus,
OH 43205

T: 614-258-
3240 | F:
614-257-
4193
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aft.org](http://www.oft-aft.org)
Twitter:
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| Facebook: [facebook.com/
OFTunion](https://www.facebook.com/OFTunion)

From: Derksen, Nick
Sent: Friday, February 3, 2017 1:19 PM
To: 'Darold Johnson'
CC: Melissa Cropper; Hildabrand, Dorothy
Subject: RE: Subcommittee

Darold,

Thank you for the quick response.

Just confirm when appropriate.

Thanks!

Nick
614-466-2361
Nick.Derksen@ohiohouse.gov

From: Darold Johnson [<mailto:djohnson@oft-aft.org>]
Sent: Friday, February 03, 2017 4:16 PM
To: Derksen, Nick <Nick.Derksen@ohiohouse.gov>
Cc: Melissa Cropper <mcropper@oft-aft.org>; Hildabrand, Dorothy <Dorothy.Hildabrand@ohiohouse.gov>
Subject: Re: Subcommittee

Hi Nick

Melissa is traveling today. I not sure if she responded but it looks that may work. She is back on Monday and we will confirm then. Thanks have a good weekend.

Darold Johnson
Ohio Federation of Teachers
Dir. of Legislation and Political Action
Work: 614-257-4191
Cell: 614-3093762

On Feb 3, 2017, at 3:53 PM, nick.derksen@ohiohouse.gov wrote:

Good afternoon Melissa and Darold,

I am reaching out, in assisting Chair Cupp's office, to see if OFT would be available to present testimony before the House Finance Subcommittee on Primary and Secondary Education. The tentative date would Wednesday, March 8 beginning at 9:00am. Looking back at last General Assembly's committee notices, your organization was on the list of those who testified.

Please let me know if you have any questions.

Best,
Nick Derksen

Nicholas J. Derksen

Majority Policy Advisor | Speaker Clifford A. Rosenberger
Ohio House of Representatives | 77 S. High Street, 14th Floor, Columbus, Ohio
43215
Office: 614.466.2361 | Mobile: 937.602.2174 | Nick.Derksen@ohiohouse.gov

From: Derksen, Nick
Sent: Monday, February 6, 2017 1:33 PM
To: Darold Johnson (djohnson@oft-aft.org)
Subject: RE: Meeting Reschedule

Darold,

Please disregard as our meeting is on Thursday!

Best,

Nick
614-466-2361
Nick.Derksen@ohiohouse.gov

From: Derksen, Nick
Sent: Monday, February 06, 2017 4:31 PM
To: Darold Johnson (djohnson@oft-aft.org) <djohnson@oft-aft.org>
Subject: Meeting Reschedule

Darold,

I hate to do this last minute, but could we reschedule our meeting tomorrow. I will be over at Finance Committee in the morning starting at 9am.

Please let me know of some other dates that may work.

Again, my apologies.

Best,
Nick Derksen

Nicholas J. Derksen
Majority Policy Advisor | Speaker Clifford A. Rosenberger
Ohio House of Representatives | 77 S. High Street, 14th Floor, Columbus, Ohio 43215
Office: 614.466.2361 | Mobile: 937.602.2174 | Nick.Derksen@ohiohouse.gov

From: djohnson
Sent: Monday, February 6, 2017 2:42 PM
To: Derksen, Nick
Subject: RE: Meeting Reschedule

Ok

Sent via the Samsung Galaxy S7, an AT&T 4G LTE smartphone

----- Original message -----

From: Nick.Derksen@ohiohouse.gov
Date: 2/6/17 4:33 PM (GMT-05:00)
To: "Darold Johnson (djohnson@oft-aft.org)" <djohnson@oft-aft.org>
Subject: RE: Meeting Reschedule

Darold,

Please disregard as our meeting is on Thursday!

Best,

Nick

614-466-2361

Nick.Derksen@ohiohouse.gov

From: Derksen, Nick
Sent: Monday, February 06, 2017 4:31 PM
To: Darold Johnson (djohnson@oft-aft.org) <djohnson@oft-aft.org>
Subject: Meeting Reschedule

Darold,

I hate to do this last minute, but could we reschedule our meeting tomorrow. I will be over at Finance Committee in the morning starting at 9am.

Please let me know of some other dates that may work.

Again, my apologies.

Best,

Nick Derksen

Nicholas J. Derksen

Majority Policy Advisor | Speaker Clifford A. Rosenberger

Ohio House of Representatives | 77 S. High Street, 14th Floor, Columbus, Ohio 43215

Office: 614.466.2361 | Mobile: 937.602.2174 | Nick.Derksen@ohiohouse.gov

From: Education Week

Sent: Wednesday, February 15, 2017 8:08 AM

To: Derksen, Nick

Subject: EdWeek Update: DeVos: I'll Look for Unnecessary Programs to Cut at the Education Dept.

Your daily education news and insight for February 15, 2017. View as web page.

What is the future of literacy education?

Fountas & Pinnell

Hein

We're creating it.

Classroom

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EDWEEK UPDATE >

COMMENTARY

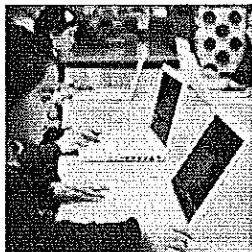
Student Suicide: Moving Beyond Blame to Understanding

When it comes to the wrenching matter of student suicide, two psychologists explain how school leaders can support their communities [Read more.](#)



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Student motivation and edtech selection

This white paper highlights well-researched methods of supporting students' intrinsic motivation in educational settings and applies that research to selecting and using educational technologies in the classroom. Click download to learn more. [DOWNLOAD](#)

Betsy DeVos: I'll Look for Unnecessary Programs to Cut at the Education Dept.

"We'll be examining and auditing and reviewing all of the programs," DeVos told the host of a Michigan radio program in a Tuesday interview. [Read more.](#)

(Politics K-12)

- What's Up With the Staffing of Betsy DeVos' Education Department?
- Trump to DeVos: 'You Showed Toughness and Genius' During Confirmation Fight

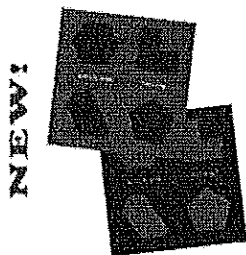


Imagine a World With an ESSA Statute-But No Accountability Regulations

The possible end of Every Student Succeeds Act accountability rules could have profound consequences for schools around the country. [Read more.](#)

(Politics K-12)

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Which One Doesn't Belong? is an innovative children's book that uses shapes to get kids of all ages talking about math. An extensive Teacher's Guide explores the mathematical concepts likely to emerge and helps you facilitate meaningful discussions about them. Includes digital formats for classroom projection. [Click here for details!](#)

Scientists Take on New Roles in K-12 Classrooms

As schools work to implement the Next Generation Science Standards, practicing scientists are also rethinking how they work with schools to advance understanding of their field. [Read more.](#)

(Education Week)



Supes: Students Spend Too Much Time on Tests, But Districts Still Prep for Them

A survey finds superintendents like some things about the new common-core assessments, but are wary about the amount of time student spend taking tests. [Read more.](#)

(High School & Beyond)

TopSchoolJobs



Ray and Associates, Inc.
Executive Search Division

Saint Paul Public Schools Superintendent

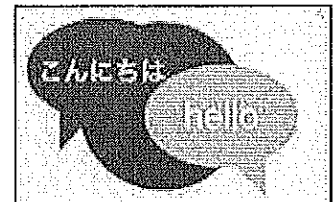
Saint Paul Public Schools, located in Minnesota, seeks an individual with visionary leadership and strong administrative skills to lead a district of over 38,000 students. The starting salary is approximately \$238,000 plus an excellent benefits package. [Apply today.](#)

K-12 MARKETPLACE INTEL

New Japanese Policies on English Instruction Open Cracks in Tough K-12 Market

A new emphasis on English conversation skills in Japan is creating space for new products that help teachers and students improve their language skills.

[Preview the article on EdWeek Market Brief.](#)



MORE NEWS

Chicago School Board Sues Illinois Alleging Discrimination in School Funding

(District Dossier)

N.M. Mulls Changes to Teacher Evaluation System That Says 3 in 10 Need to Improve

(Teacher Beat)

Teachers in Wisconsin Could Get Lifetime Teaching Licenses Under Budget Proposal

(Teaching Now)

When Should a Sick Child Stay Home?

(Time and Learning)

Neb. Lawmakers Hope to Drop Bonuses for National Board-Certified Teachers

(Teacher Beat)

Adolescents' Nighttime Social Media Use Linked to Poor Sleep

(Time and Learning)

AFT President Urges Big-City Mayors to Shield Immigrant Students, Families

(Learning the Language)

MORE VIEWS

Study Reveals Children's Reading Habits

(BookMarks)

Making ESSA Work in the States

(Rick Hess Straight Up)

The 'Racial Equity' Obsession

(Walt Gardner's Reality Check)

Experiential Education Should Be Apart From Schools and Colleges

(Bridging Differences)

How Does Silencing Talk About Current Events Educate Students?

(Leadership 360)

Famous School Choice Pundit vs. Ordinary Teacher

(Teacher in a Strange Land)

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1. Which States Pay Teachers the Most (and Least)? (Teacher Beat)
2. Betsy DeVos to State Chiefs: Full Speed Ahead on the Every Student Succeeds Act (Politics K-12)
3. Betsy DeVos Tells Her Side to Conservative Opinion Journalists (Politics K-12)
4. Key House Lawmaker Discusses What's Next for Federal Education Funding (Politics K-12)
5. Betsy DeVos: I'll Look for Unnecessary Programs to Cut at the Education Dept. (Politics K-12)

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- + [Elementary School Principal](#) Evanston/Skokie School District 65, Evanston, IL
- + [Superintendent of Schools](#) Clinton Community School District, Clinton, IA
- + [Director-General](#) Emirates National Schools (ENS) - Abu Dhabi, Abu Dhabi, United Arab Emirates
- + [Director of Business Development](#) SchoolWorks, Multiple Locations
- + [Chief Academic Officer](#) FFSD, Florissant, MO

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From: Education Week Teacher
Sent: Thursday, February 23, 2017 3:30 AM
To: Derksen, Nick
Subject: Teacher Update: Teaching Islam in an Age of Misinformation (Opinion)

Weekly news and resources for teacher leaders, February 23, 2017. View as web page.

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EDUCATION WEEK

UPDATE >

FIRST PERSON

Clarifying the Truth: Teaching Islam in Our Age of Misinformation

History teachers need to be intentional about confronting misleading narratives that target groups based on religion or nationality, especially in the current political climate, writes Rachel Otty. [Read more.](#)

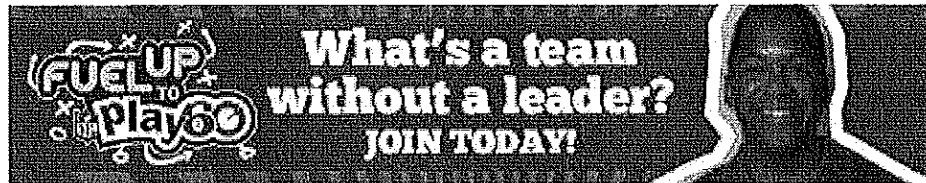
(Teacher)

Share: A row of social media sharing icons for Facebook, Twitter, LinkedIn, and a plus sign for more options.

"It is important for teachers to be intentional about confronting narratives that disparage and target groups based on religion, nationality, or any other marker of identity."

-Rachel Otty, history teacher

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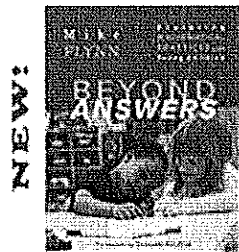
CTQ COLLABORATORY

New Ways to Have Old Conversations: Teaching Black History

Celebrating Black History Month in class should inspire students to think critically about equality and justice and appreciate a significant part of American history, writes William Anderson. [Read more.](#)
(Teacher)



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Beyond Answers is the book K-2 teachers need to understand and implement the Standards for Mathematical Practice. Each concise chapter focuses on one of the 8 practices, demonstrating through real classroom examples how you can break the cycle of teaching procedurally and help students understand-not just do-math. [Preview the entire book!](#)

Undocumented Teachers Shielded by DACA in Legal and Emotional Limbo

More than 100 Teach For America teachers are among 750,000 undocumented immigrants protected by the deferred-action policy, which President Trump has said is a "very difficult subject" for him. [Read more.](#)
(Education Week)

MORE STORIES

Study: Teacher Satisfaction, Collaboration Are Keys to Student Achievement

(Teaching Now)

In W.Va., Teachers Turn Trump's 'Fake News' Attacks Into Teachable Moments

(Digital Education)

Should Job Shadowing Be a Requirement for Teacher License Renewal?

(Teacher Beat)

Austin District Warns Teachers Not to Talk to Students About Immigration Raids

(Teaching Now)

Home Visits With a STEM Twist

(Teacher Beat)

Feeling Slighted, District of Columbia Teachers Fire Back at Betsy DeVos

(Politics K-12)

AFT President Urges Big-City Mayors to Shield Immigrant Students, Families

(Learning the Language)

Follow [@EdWeekTeacher](#) on Twitter for more news and opinion on the teaching profession.

TEACHER BLOGS

Don't Give Up on Coaching a Teacher

(The Art of Coaching Teachers)

Teachers of the Year in the Spotlight

(Capturing the Spark)

Performance Assessments Are 'Adaptable, Accessible, and Forgiving'

(Classroom Q&A With Larry Ferlazzo)

Advice for New Teachers: Bring About Change

(Teacher in a Strange Land)

Twitter Can Improve Text-Based Class Discussion

(Work in Progress)

Is 'Should Guns Be Allowed in Schools' the Right Question?

(Leadership 360)

FEATURED TEACHING CHANNEL VIDEO

A Classroom Strategy: The Line-Up Game (Video)

Elizabeth Iwaszewicz, a kindergarten teacher at Lafayette Elementary School in San Francisco, uses music to help students focus their attention as they line up. She uses Jeopardy!'s theme song to make the routine like a quick and timed game. [Watch video.](#)

(Teacher)



EDUCATION WEEK FREE SPOTLIGHT

English-Language Learners

FREE! In this Spotlight, read about ESSA's impact on English-learners, learn what research suggests about best-practice, and rethink common misconceptions about teaching ELLs. [See other Spotlights.](#)

UPCOMING EVENTS

FREE WEBINAR - Tuesday, Feb. 28, 2017, 2 to 3 p.m. ET

How to Find the Right Teaching Job

Two experts will discuss what prospective teachers need to look for during the job search, along with ways school leaders can create an attractive environment for recruits. [Click here to attend this free live event.](#)

Sponsored by: Education Week TopSchoolJobs

CAREER FAIR - Thursday, March 2, 10 AM - 6 PM ET

Education Week TopSchoolJobs 5th Annual Job Fair

Chat 1:1 with K-12 recruiters from across the nation (urban, rural and everywhere in between) looking to fill teacher and admin positions for the 2017-2018 school year. Join from the comfort of your home or office when your schedule allows - lunch break, after work, or even on your phone if you're on the run! [Click here to attend this free live event.](#)

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2. 'Help Us Help You': An Educator's Letter to Betsy DeVos (Opinion)
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From: U.S. Department of Education
Sent: Saturday, April 8, 2017 5:11 AM
To: Derksen, Nick
Subject: U.S. Department of Education Daily Digest Bulletin



U.S. Department of Education

U.S. Secretary of Education Betsy DeVos Accepts Invitation From AFT President and District to Visit School in Ohio

04/07/2017

U.S. Secretary of Education Betsy DeVos Accepts Invitation From AFT President and District to Visit School in Ohio

04/07/2017 04:31 PM EDT

U.S. Secretary of Education Betsy DeVos issued the following statement after accepting an invitation to visit a school in Van Wert, Ohio: "I look forward to visiting the students, parents and educators of Van Wert. Every parent should be able to send their children to a school that meets their unique needs, and for many parents, that is a public school. I support and celebrate all great schools. "I appreciate the district and AFT (American Federation of Teachers) President Randi Weingarten extending the invitation."

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From: Derksen, Nick
Sent: Monday, April 10, 2017 7:09 AM
To: Brenner, Andrew; Rep. Andrew Brenner
Subject: Fwd: U.S. Department of Education Daily Digest Bulletin

Nick Derksen

Begin forwarded message:

From: "U.S. Department of Education"
<ed.gov@public.govdelivery.com>
Date: April 8, 2017 at 8:10:48 AM EDT
To: nick.derksen@ohiohouse.gov
Subject: U.S. Department of Education Daily Digest Bulletin

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U.S. Department of Education

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From AFT President and District to Visit School in Ohio

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gov

From: Andrew O. Brenner
Sent: Monday, April 10, 2017 7:25 AM
To: Derksen, Nick
Subject: Re: U.S. Department of Education Daily Digest Bulletin

Thank you.

Andrew O. Brenner
State Representative (R-Powell)
Chairman, Ohio House Education & Career Readiness Committee

m: 740.602.5033
www.AndrewBrenner.com

Sent from my iPhone
Paid for by Brenner for Ohio

On Apr 10, 2017, at 10:08 AM, "Nick.Derksen@ohiohouse.gov"
<Nick.Derksen@ohiohouse.gov> wrote:

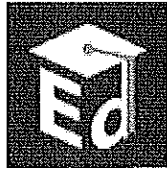
Nick Derksen

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U.S. Department of Education

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04/07/2017

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From: Derksen, Nick
Sent: Monday, April 10, 2017 7:35 AM
To: Andrew O. Brenner
Subject: Re: U.S. Department of Education Daily Digest Bulletin

Just to put on your radar.

Nick Derksen

On Apr 10, 2017, at 10:24 AM, Andrew O. Brenner
<rep.brenner@brenner4ohio.com> wrote:

Thank you.

Andrew O. Brenner
State Representative (R-Powell)
Chairman, Ohio House Education & Career Readiness Committee

m: 740.602.5033
www.AndrewBrenner.com

Sent from my iPhone
Paid for by Brenner for Ohio

On Apr 10, 2017, at 10:08 AM, "Nick.Derksen@ohiohouse.gov"
<Nick.Derksen@ohiohouse.gov> wrote:

Nick Derksen

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04/07/2017

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From: Derksen, Nick
Sent: Tuesday, April 18, 2017 5:45 AM
To: 'Darold Johnson'
Subject: RE: H.B. 170

Thanks Darold.

Nick
614-466-2361
Nick.Derksen@ohiohouse.gov

From: Darold Johnson [<mailto:djohnson@oft-aft.org>]
Sent: Monday, April 17, 2017 7:16 PM
To: Derksen, Nick <Nick.Derksen@ohiohouse.gov>
Subject: Re: H.B. 170

Thanks. Kelly Lofus will get back with you tomorrow.

Darold Johnson
Ohio Federation of Teachers
Dir. of Legislation and Political Action
Work: 614-257-4191
Cell: 614-3093762

On Apr 17, 2017, at 1:51 PM, nick.derksen@ohiohouse.gov wrote:

Good afternoon Melissa and Darold,

I wanted to set-up a call for this Wednesday to discuss H.B. 170 and gather OFT's thoughts on it. I am available anytime between 11:00am and 3:00pm.

Look forward to hearing from you.

Best,

Nick Derksen

Nicholas J. Derksen

Majority Policy Advisor | Speaker Clifford A. Rosenberger

Ohio House of Representatives | 77 S. High Street, 14th Floor, Columbus, Ohio
43215

Office: 614.466.2361 | Mobile: 937.602.2174 | Nick.Derksen@ohiohouse.gov

From: Adam Hewit
Sent: Wednesday, May 10, 2017 6:19 AM
To: Derksen, Nick; Kasych, Shawn
Subject: Fwd: Language and Letters
Attachments: 2017. OH Budget - RE Program Letters PDF.pdf; 2017.05.04. Budget - Proposed Amend. ORC 3319.223 - Revised.docx

Attached is the amendment to restore the Resident Educator program and RESA. This has been negotiated by OEA and OFT and Educopia. Everyone is fully in support and it will be part of OEA and OFT testimony.

Adam

----- Forwarded message -----

From: **Matt Verber** <matt.verber@educopia.com>
Date: Tue, May 9, 2017 at 9:23 AM
Subject: Language and Letters
To: "Clark, Melissa [OH]" <shearonm@ohea.org>, "Dotson, Matthew [OH]" <dotsonm@ohea.org>, "DiMauro, Scott [OH]" <dimauros@ohea.org>
Cc: Darold Johnson <djohnson@oft-aft.org>, Adam Hewit <adam@govsolgrp.com>

Melissa, thank you for joining the meeting with Senator Manning. I think the meeting went well, and your participation was definitely helpful.

Matt, Melissa, and Scott,
I have attached the proposed statutory language and letters I provided yesterday. The proposed language is based off the conversation we had in the meeting with Senator Hite and the recommendations Darold provided.

Please let me know if you have any questions.

Best,
Matt

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Educopia

Matt Verber

Executive Director of Policy and Advocacy,
Educopia

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w: www.educopia.com

April 28, 2017

My name is Lori Michalec, and I am a public school teacher and a Lead Mentor in the Tallmadge City School District, wherein I co-coordinate the Resident Educator program. I am writing today to voice my strong opposition to Substitute HB 49. I have mentored in my district for over 12 years, undertaking training to support new teachers under Pathwise, Praxis, and now the Resident Educator program. In my work, both as a Lead Mentor who co-facilitates our district's program and as the 2015 Ohio Teacher of the Year, I have met with stakeholders from across Ohio who recognize the value of this program.

The Resident Educator program is an articulated program that ties college experiences and reflection, through EdTPA, to the growth of educators in the classroom, and prepares candidates to better meet the demands of an ever-evolving career. Moreover, completion of the Resident Educator Summative Assessment (RESA) ensures we have educators of the highest quality in classrooms to work with children, and it promotes educators' growth along the continuum for teacher advancement, whether that means pursuing Master Teacher status or National Board Certification. The value of the program is extensive, and great strides have been made by both the Ohio Department of Education and Educopia, the vendor for the assessment, to assure alignment of the Ohio Standards for the Teaching Profession with tasks on the RESA. Elimination of this program will undermine the efforts of educators to elevate the profession and may, inevitably, lead to a disintegration of support resources and programming to nurture entry year teachers. The program fosters collaboration, encourages ongoing self-reflection, and helps more inexperienced staff understand the need for intentional and purposeful professional development.

The value of the program deserves further conversation and consideration; thus, I respectfully urge you to remove the amendment from the budget bill at this time. As I can certainly elaborate on numerous advantages beyond those provided, I ask that you consider contacting me at 330.760.4687 (cell), after 1:00 p.m. during the week, or at Michalec.Lori@tallmadgeschools.org.

Kindest regards,

A handwritten signature in cursive script that reads "Lori R. Michalec". The signature is written in dark ink and is positioned above the typed name and title.

Lori R. Michalec, M.A.
2015 Ohio Teacher of the Year
English Dept., Tallmadge High

My name is Lisa Kuhar. I am the Resident Educator Program Coordinator for Westerville City Schools. In addition to over 30 years of teaching in Ohio, I have been working in various capacities to support new teachers for almost 20 years. I have been a National Board Certified Teacher since 1998, am a mentor trainer and RESA assessor, strongly committed to the education profession and supporting new teachers. I write to you to share my **opposition to the amendment in Substitute House Bill 49 that would abolish the Resident Educator Program and the Resident Educator Summative Assessment.**

The current Resident Educator program includes two years of mentor support followed by a performance assessment (RESA). There is a great deal of research that supports the need for quality multi-year induction programs to increase retention and teacher effectiveness.

Many professions require a certification exam including doctors, attorneys, CPAs, and even cosmetologists. Professional educators should not be exempt. The question of what a teacher certification exam should look like and when to take it is an important consideration. Some Resident Educators (new teachers) claim RESA is redundant with university graduation requirements, especially teachers who were required to take edTPA. The problem with edTPA is that it is a lot of work required of a teacher during their student teaching. Educator prep students who only student teach for 12 weeks must focus much of that time completing edTPA requirements reducing opportunities to immerse themselves in the classroom environment and have rich conversations with their cooperating teacher(s). I have served as a university supervisor for student teachers and seen for myself how much time completing edTPA during student teaching takes away from opportunities to engage with, and learn from cooperating teachers. For this reason a certification exam during student teaching, or before student teaching is completed is not appropriate. The current model in Ohio is similar to physicians who complete a certification test after a period of residency. Teachers have an opportunity to collaborate with experienced teachers through induction (mentor) programs in order to advance their knowledge prior to completing the RESA.

High performing RESA candidates frequently comment that completing RESA provided an opportunity to reflect on teaching practice. Teacher reflection is a key part of teacher growth and is at the core of the current Ohio Resident Educator program, including the RESA. Teachers who complete the required two-day training to become a mentor learn to support reflective practice and develop positive collaborative relationships with new teachers. The current Resident Educator program trains mentors to provide tailored support to meet needs of individual new teachers. The importance of school districts being committed to rigorous mentor selection and providing sanctioned time for mentor-teacher interactions as well as ongoing support for mentors cannot be underestimated. Administrator understanding and support for high quality mentoring is a key to induction program success.

Scoring for the RESA is objective. Training for RESA assessors is significantly more rigorous than Praxis Assessors. Only 70% of teachers who apply to be assessors pass.

Completing the RESA is time intensive. New legislation allowing districts to exempt teachers from completing OTES will help. In addition, new revisions to RESA for the 2017-2018 will eliminate some redundancy in the tasks while maintaining the strong alignment with the Ohio Standards for the Teaching Profession. In addition, beginning in 2016-2017, teachers may use evidence from any year of their Resident Educator Program in their RESA task submissions, allowing those who choose to do so to draft RESA submissions before their third year of teaching when RESA is required.

A quality induction program accelerates teacher effectiveness. I urge legislators to continue maintain the Resident Educator program requirements and allow time for implementation of and evaluation of the revisions.

Thank you

April 27, 2017

My name is Connie Ball and I am the Resident Educator Program Coordinator for Worthington City Schools. I have been part of the ongoing process of supporting teachers in their first years of experience since before Praxis became the official implementation instrument for entry year teacher support. I have trained at the state level for both Praxis and Resident Educator; I have trained the trainers in both programs and was an assessor for the Praxis III Assessment in Ohio.

Because I have watched the amount of structured support for new educators change throughout the years, I feel compelled to write to you on behalf of retaining the Ohio Resident Educator Program as a required support system for new teachers in Ohio.

The Praxis approach was excellent as a starting point for both universities and school districts to have consistent and meaningful language for discussing professional practice and rubrics for assessing progress in the early years of teaching.

The Ohio Resident Educator Program, however, has proven to be a challenging and excellent vehicle for creating teachers who are truly reflective practitioners and skillful educators. The program gives the new teacher the opportunity to travel the first four years of their career with a structure that provides strong mentoring and professional development to move them forward in their practice and to learn to ask themselves the questions that strengthen their individual approach for each student.

I was also the program coordinator during the Resident Educator Program "transition" years when it was a two year program with no summative assessment. The growth I observed in our teachers was not as deeply imbedded into their everyday practice as it became when the summative assessment was introduced as an integral part of the program. Although in our Worthington program we do not "teach to the test" it is apparent that when much thoughtful reflection is expected in an assessment instrument, the growth is more evident and long lasting. By year 4 our teachers are holding themselves more accountable to their students and are able to talk in depth about why they make the instructional choices they make every day in the classroom for their students.

The Ohio Resident Educator Program provides the template for improving the professional practice of our new educators and the Resident Educator Summative Assessment component of the program solidifies the learning. The program has been greatly improved over the last three years and I am confident that listening to teacher feedback and program coordinator feedback will continue to be a priority both at the state and district levels.

Our teachers have developed a very professional attitude regarding the Ohio Resident Educator Program as evidenced by the commitment to collecting student data, designing individual instruction for students, developing and using thoughtful collegial collaborative skills and challenging themselves to "...be a better educator tomorrow than I was today." Our teachers appreciate the opportunity to be part of a model that raises the standard for educators in the state of Ohio.

I hope you will consider my comments and keep the Resident Educator Program as a vital resource for our teachers in Ohio.

Respectfully,

Connie L. Ball

Connie L. Ball
Worthington Schools
Human Resources Dept.
Resident Educator/Mentor Program Facilitator

May 1st, 2017

My name is Maureen Tarulli, and I am writing in support of the Resident Educator Program.

I have been involved with the Resident Educator Program since its inception and have been very proud to be part of this program. As our District's Lead Resident Educator Facilitator and Mentor, performing the duties of the Program Coordinator, Mentoring and Facilitating our newly certified teachers in the Orange School District for the past six years, it has been my privilege and pleasure to serve in these roles and remain active in advocacy for updates, improvements, changes and adaptations to the program to better serve the professional educators just entering our field.

I was shocked and saddened recently when I heard that the entire program is under consideration for elimination. In our school district, we have invested a great deal of time, energy and funds to provide our newly certified teachers with a strong system of support in their first four Resident years of teaching. We just began our "exit interviews" with our Year 4 Residents last week and nearly every Resident Educator shared, in some way, that they would not be the teacher they are without this program and without the support they received in our district.

I have been thoroughly impressed with The Ohio Department of Education Resident Educator Program staff, which has undergone significant changes throughout the past eight years. In addition, I have found the staff at Educopia, the vendor for the Resident Educator Summative Assessment (RESA), to be highly responsive to input from Resident Educators, Facilitators, Program Coordinators and District administration and Higher Education staff.

Throughout the past two years, I have also experienced a DRAMATIC improvement in attitude and knowledge related to the RESA, as most newly certified Resident Educators have been required to complete the Ed TPA (Educational Teacher Performance Assessment) prior to receiving their teaching license. These teachers have been well prepared for the assessment, by and large.

While the OTES Teacher Evaluation System (OTES) is based on our Ohio Educator Standards, the scoring and use of the rubrics is widely

varied among districts, buildings and even different administrators within the same school buildings. I have had educators at all levels of their careers from other districts share with me that their district does not rate their teachers as "Accomplished". Others have shared that OTES evaluations are dependent on the years of experience one has teaching in the district and that all Resident Educators cannot be rated above the "Skilled" level. Still others have reported that administrators in their district have "favorites" who achieve "Accomplished" ratings. This system is somewhat flawed, so I recommend examining the OTES system, rather than eliminating the Resident Educator Program and the RESA.

What I can attest to about the Resident Educator Summative Assessment is the fact that this assessment is scored by non-biased assessors who are completely unknown and unassociated with each candidate submitting entries. NONE of the pre-conceived notions and influencers that are evident in the OTES process factor into the scoring and passage rate of Resident Educators taking the RESA.

Over the past three years, significant changes, updates and revisions have been made to the Program and the assessment to align indicators, tasks and work of the Resident Educators with the OTES process, Standards-Based Teaching and assessment practices to foster reflective practice with educators and increase student achievement as well. While I do advocate reduced "jumping through hoops" for our newly certified teachers, I believe the most recent round of proposed changes to the RESA will be very effective. It would be my proposal that the OTES evaluation system be scrutinized and re-evaluated so that changes to this process could be considered as cost-cutting measure in lieu of eliminating the Resident Educator Program and the RESA.

It would be an absolute shame if the entire process, everything we have learned and changed and revised over the past six years was tossed aside and abandoned. The Resident Educator Program is a strong program that must be continued. This program's structure has continually evolved in response to feedback from its participants at all levels.

The Resident Educator Program is the only existing program that clearly connects Ohio Department of Education staff members and consultants with educators (newly certified and seasoned) and

Educational Service Center staff and the private company Educopia in an ongoing manner to gather feedback, collect ideas for proposed changes and improvements from all interested parties in order to provide support and success for newly certified teachers to the benefit of students.

I feel that legislation to eliminate the entire program would be very detrimental to this process. Instead, I recommend collaborating with stakeholders to identify ways to make improvements and updates that are meaningful, authentic and helpful. But please, do not abandon this program and its required support for our newly certified teachers. Please do not allow the biased, inequitable measures of the OTES process, combined with the ineffective Value Added Measures and student performance on state assessments to be the accountability measures we use to determine teacher effectiveness. Please support the continuation of the Resident Educator Program and usage of the non-biased Resident Educator Summative Assessment, incorporating the most recently proposed changes.

Thank you for your consideration.

Maureen A. Tarulli M.Ed.
Resident Educator Lead Facilitator and Mentor
The Orange City School District
Pepper Pike, OH 44124
(216) 831-8600 ext. 2502
mtarulli@orangecsd.org

I understand that a proposal to amend the proposed Ohio budget includes the elimination of the Resident Educator Program and the Resident Educator Summative Assessment. I urge you to NOT eliminate these programs.

These programs give the teachers an unbiased review of their teaching and have led to an increased awareness of the teacher's own abilities. I have been in education for 27 years and although I know administrators do their best to be unbiased in their evaluations, I have seen many evaluations based on district administrators' personal preferences. By having beginning teachers evaluated by experienced educators that are not connected to their districts has led to a standard evaluation that is fair and just. The program also gives teachers a mentor that is trained in a consistent manner in order to help teachers become highly qualified. Furthermore, the programs have helped to eliminate educators that are not qualified to teach our students. I hope that you agree with me and want the best for Ohio students.

Please remove the amendment from Substitute House Bill 49.

Thank you,
Mary H. Wentz

As a program coordinator for the resident educator program with 36+ years in education, I am opposed to the amendment in Substitute House Bill 49 that would abolish the Resident Educator Program and the Resident Educator Summative Assessment.

This program has created a uniform language among teachers, mentors and administrators. REs are collaborating with mentors and receiving tailored support based on their specific needs. Many new teachers move and change school districts several times during the first years of their careers. The RE program is found in all districts in Ohio so a RE can move with confidence of continued support.

After two years of support, the REs participate in the Resident Educator Summative Assessment (RESA). As a program coordinator I worked with multiple REs preparing for and completing RESA. RESA consists of tasks involving taping and reflecting on a lesson, examining assessments given in a teaching unit and looking at communication with parents and peers. The questions and expectations found in RESA are available to REs, mentors and administrators and are part of the mentoring conversations. The REs receive results in a timely fashion with feedback available for refinement and reinforcement. The feedback given provides guidance for continued professional development.

Ohio Department of Education and Educopla have created multiple layers of support for the REs, mentors, facilitators, program coordinators and administrators. The support can be found in the documents provided on the OhioRESA website, webinars and Help line.

As a veteran educator, I am passionate about education and future of the profession I have been part of for more than 36 years. The resident educator four-year program provides the support and feedback needed to grow and learn. I urge you to continue the support for our new teachers in Ohio by removing the amendment from Substitute House Bill 49 to abolish the Resident Educator Program and the Resident Educator Summative Assessment.

I am willing to have a discussion with you about this important program for the future of education in Ohio.

Sincerely,

Mary L. Inmon-Teglovic

May 2, 2017

My name is Sherry Jacobs, and I currently teach at both the undergraduate and graduate levels at Mt. Vernon Nazarene University. In my opinion, through the course of my educational career in Ohio, the Resident Educator Summative Assessment (RESA) is the highest-quality instrument developed in a reflective way that leads teachers to pursue professional development and improvement. It has been my privilege to be a part of education in our state for my entire career, including teaching students and mentoring teachers from pre-kindergarten through the graduate university level. I feel compelled to share my strong belief that the RE program and the RESA should be maintained.

While working as an academic coach, I observed and modeled lessons for entry-level (1-4 years) teachers, which provided me with an opportunity to work closely with administrators and veteran teachers who served as mentors to teachers during Pathwise and PRAXIS. During this time I had the unfortunate experience of watching a first-year teacher who was struggling in the classroom, even after receiving a great deal of support. Consequently, she did not receive a passing score on her evaluations and her contract was not renewed. I believe that if RESA existed at that time, this young educator's story might have ended differently as she would have benefited from extra structure, mentoring, and time to navigate the path to success.

Other less visible results of the experience of the teacher whose contract was not renewed related to the building staff. Some of the other teachers blamed their administrators for their colleague's failing evaluation scores. Fortunately, the RESA's use of anonymous, unbiased assessors prevents this. In addition, teachers are able to openly discuss their weaknesses with their mentors without worrying that their mentors will formally evaluate them.

As RESA continues and more data is collected, Ohio has a great opportunity to examine trends that correlate with beginning teacher knowledge in general and at specific colleges and universities. This information will be invaluable in offering our institutions of higher learning insight into areas where they might further support their teacher candidates and strengthen teachers and educators throughout the entire state.

My letter has mentioned teachers and institutions, but I would like to finish with my strongest reason to support continuation of the Resident Educator Program. The RE program is not only an investment in bettering our educational system, but strengthening the most important of that system, our children and their future, by helping to ensure every Ohio child has an effective teacher.

Sincerely,
Sherry Jacobs

May 5, 2017

My name is Tori McCloud, and I am a first grade teacher and a 4th year Resident Educator in the Worthington City School District located in Columbus, Ohio. I am opposed to the amendment in Substitute House Bill 49 that would abolish the Resident Educator Program and the Resident Educator Summative Assessment.

Worthington City School District's Resident Educator Program has been a tremendous part of my growth and performance as an educator today. Our Resident Educator coordinator provided us hands-on, organized materials that all but eliminated our need to go and find needed documents for ourselves but also made us aware of the RESA website where we could find them on our own. In addition to being given these documents yearly, we walked through each one step by step as a group, which was vital in ensuring we had an understanding of each activity and how it would help us prepare for the Resident Educator Summative Assessment. My first year mentor was an invaluable resource that helped me build a strong foundation of best teaching practices for my students. In addition to frequent visits with my mentor, I had multiple opportunities to gather together with other Resident Educators to openly discuss our needs and strengths through self-reflection.

Every successful teacher will tell you that reflection is one of the most important keys to their success. The ability to self-critique and make changes to an activity for the sake of student engagement, retention, and other factors is not always natural to educators, especially new educators. Through my own experience with the RE program and the RESA, not only have I learned to reflect but the reflection process has been ingrained into my everyday teaching, making me focus on being intentional with my lesson planning and instruction for the benefit of my students. As you can see, this residency program is a critical need for the beginning of any new educator's career, as it helps to build a solid foundation of best practices aimed at student success. That is why I am urging you to maintain the Resident Educator Program and the Resident Educator Summative Assessment.

Best Regards,
Tori McCloud
First Grade Teacher
Year 4 Resident Educator
Worthington City Schools

May 5, 2017

My name is Todd Stuart, and I am the Director of Curriculum, Instruction and Professional Development at Nardon Hills City Schools (Summit County), wherein I coordinate the Resident Educator Program. I am writing today to voice my strong opposition to Substitute HB 49. This state needs now, more than ever, a consistent program for beginning teachers that provides a comprehensive, multi-year induction program that guides and supports novice teachers over time, and moves them more deeply into the process of being an effective teacher. We have that program in place, and it is called the Resident Educator program of Ohio.

I have spent 18 years in education, 15 of them as a building or district administrator. I have seen mentoring programs come and go, and unfortunately, this state has led the charge in being consistent in one thing...always changing. If you research successful programs, they are organizations that have a solid core of beliefs that are tweaked (NOT completely overhauled and changed) based on results and data. Unfortunately, too often in the field of education, politics and budgets completely disrupt programming because they are always changing the way we navigate and structure our programs. I urge you to please review and consider the data that Educopia prepares for you and avoid placing support for negative, un-supported opinions of those who are opposed because they were not successful in the program. There will always be nay-sayers, but I urge you to review all of the successes, supported by data, that the Resident Educator program has brought over the last several years.

Through my interactions with our teachers involved in the Resident Educator program, they constantly thank me for the support that the district provides in their development of becoming a better educator. The core values and expectations of the Resident Educator program and RESA are what good teachers do every day in their classroom. The program promotes professional growth, collaboration, and the use of formative and summative assessments in a differentiated teaching environment, supported by the state's learning standards. Supporting a program that has proven success for these core values is imperative.

As a district administrator, I understand balancing budgets and prioritizing monies. I have been at the forefront of all of the recent changes to curriculum, teacher evaluations, new testing environments, and the Resident Educator program. The amount of time, research, energy and money that has gone into these changes has been overwhelming. Educators are exhausted of the changes. Dismantling the existing program and implementing something new will incur way more cost than supporting a successful researched based, data driven Resident Educator program could ever cost to maintain. Our mentors, RESA scorers and support teams make next to nothing to support resident educators. We do the work because we believe that the Resident Educator program is helping our teachers become better in the classroom. The amount of money, time and energy that it takes to get a new program implemented way exceeds what it costs to maintain a successful program like we have in the Resident Educator program of Ohio.

The children and district residents deserve to have excellent teachers. Teachers deserve to have a continuous support system in place to provide differentiated professional development to meet their needs. Ohio already has a proven program in place and is in desperate need for your support to provide consistency and priority (funding). Please prioritize the need to keep our Resident

Educator program in place for the future. Making a change will only cost more in the future and will set back our education system further in the development of our most precious commodity in education, excellent teachers for the children.

If you have any questions, I will be more than willing to talk to you further about the Resident Educator program at your convenience.

Todd Stuart
330.467.0580

May 5, 2017

My name is Linda Lanese. I am a retired Ohio public school teacher, who taught for over 35 years. Currently I work with future teachers at the college level. Our students, currently complete the EDTPA before graduating with their education degree. Although completed at a different level, they are important assessments for our teachers in Ohio. I am writing to voice my opposition to Substitute HB 49. This program is valuable, and I wish that it had been in place when I was first hired back in 1972. At that time there was no guidance or support from anyone. I was on my own to figure out what was best for students. New teachers need mentoring and that is an important part of this program. New teachers also need to be able to plan effectively, teach effectively, and assess effectively.

The Resident Educator program connects college experiences to career experiences. Although the Ohio RESA does take some time to complete, the requirements for each of the Task, should be not different than what teachers are already expected to do in the classroom. Teachers need to plan lessons, teach lesson, assess lesson, communicate with parents, and attend professional development. All of these areas are addressed in the RESA. It is aligned with the Ohio Standards for the Teaching Profession and hold educators to a high standard. The program fosters promotes self-reflection provides insight as to which areas need improvement.

Please remove this amendment from the bill at this time. Further discussion is needed. If the amount of time for completing the RESA is an issue, contact the vendor and work with them to change the requirements of the tasks. It seems like a waste of money to "dump" something that has been invested in instead of trying to make it better.

Linda Lanese
llanese@lec.edu

May 7, 2017

My name is Christine Ballato, and I am writing today to advocate for keeping the Resident Educator (RE) Program and the Resident Educator Summative Assessment (RESA). After working with new teachers as a mentor and facilitator, I have seen the benefits of providing these teachers with the tools vitally necessary to refine their daily instruction. The tasks included in the summative assessment require teachers to critically examine their understanding and performance of important components necessary for student achievement. The RE program and RESA are beneficial next steps in educators' professional development because teachers are now fully responsible for student achievement.

As a RESA assessor, I have seen evidence of truly outstanding teachers who will positively impact student education. I have also seen evidence of educators who are not fully ready for the challenges of educating students. The RE program and RESA provides the structure and framework for important educational practices for teachers as they refine their practice.

I hope you consider my comments and maintain the RE Program and RESA, which are vital to supporting Ohio's beginning teachers and ensuring every Ohio kid has an effective teacher.

Thank you,
Christine Ballato
Resident Educator Mentor and Facilitator
740-457-7845
cballato1@gmail.com

May 7, 2017

To Whom This May Concern:

I am writing to you in regards to Substitute House Bill 49. I strongly oppose the provision to eliminate the Resident Educator program, including RESA. As a public school teacher for the past eleven years, with experience in traditional and charter schools, I have seen some of the various mentoring programs that our new teachers have gone through. The current program, far and away, is the best mentoring program that Ohio teachers have seen in a long time.

Over the past few years, I have been involved with the Resident Educator program - specifically the RESA Year 3 Program - and have seen amazing results. Our teachers are better prepared to teach at their best, to learn best practices in education, and to develop a finesse when it comes to the extraordinary job of being a teacher. ODE has outlined an abundance of resources as it pertains to the Resident Educator program, so new teachers (and their mentors) are well-supported during the duration of the program. Every teacher that I have worked with during the course of the program has excelled at a rapid pace, meaning the children in their classrooms are excelling at that same pace as well. On the flipside, this program has done an amazing job at alerting us to the major needs of our new teachers and, in some cases, has made the decision to remove them from the classroom a data-driven decision. This is a win-win for our children.

The Resident Educator & RESA programs allow teachers to reflect on their teaching during the course of their first four years in education - not just their first year - and develop themselves in their profession. The mentorship and summative assessment allow teachers to take control of their new careers whilst being supported by veteran teachers who have been identified as high-achieving teachers in their district. Without a doubt, the new teachers in my district are much more prepared for this career and, most importantly, are providing the best education possible for our state's youth. The positive changes in our new teachers is palpable, and the bar is being raised every year. This is good news for our families, as they can be confident that we are providing a rigorous, engaging, and caring educational environment for their children.

The Resident Educator program, including RESA, is an amazing program for our state. Educopia, ODE, and everyone involved in the process are continuing to demonstrate to our country why Ohio is an amazing place for children to be educated. Please do not dismantle a program that is working. Our kids, our families, our schools, and our communities are better as a result of this mentoring program for our new teachers. **I urge you to keep the Resident Educator program, including RESA, intact.**

Sincerely, Michael Sivert
Administrative Intern & RESA Coordinator
Delaware City School District
(614) 935-7476
michael.sivert@outlook.com

May 7, 2017

My name is Davara Potel. I retired from teaching with the Solon City Schools five years ago after over 25 years with the district. Over the last three years, I have worked for the Solon City School District as a Resident Educator Mentor and/or Facilitator, and I am writing today to respectfully share my strong opposition to the amendment in Substitute House Bill 49 that would eliminate the Ohio Resident Educator (RE) program and the Resident Educator Summative Assessment (RESA). This current Ohio model for a multi-year induction program and a summative performance assessment hails as one of the best professional development programs that I have seen in my many years of work in public education.

Thanks to the Ohio Resident Educator program, our newest educators benefit from:

- a program that uses state-trained mentors who respond to the individual developmental needs of these teachers as they seek to improve their effectiveness in the classroom.
- frequent classroom observations by mentors and on-going non-evaluative collaborative dialogue that spurs thoughtful practice and engenders strides towards the excellence that enhances student learning. These collaborative discussions unfold without the fear of administrative or team judgment.
- encouragement to adopt consistent reflective practices. Resident Educators regularly reflect on lesson planning, teaching strategies, student needs, assessment of student learning, data analysis, and more. The deliberate thinking about educator decisions and choices is indeed a pillar of the program. I became a National Board Certified Teacher in 2002, and the importance placed on reflection in the Ohio Resident Educator program truly reminds me of the metacognitive practice that is an integral part of the National Board process, an essential step for a teacher who would like to improve performance and enhance student learning.
- a summative assessment of the teachers in this program that is evaluated by highly-trained, unbiased assessors. The same evaluative criteria are applied to all teachers, and this constitutes a more accurate and effective system of evaluating teacher performance than those typical of district evaluative practices around the state.

My journey through the National Board Certification process transformed the way that I looked at my teaching and dramatically improved my work with students in the classroom. Three years of regular collaboration with our district's youngest teachers enables me to state that the same holds true for so many of them. As the end of the academic year approaches, the Resident Educators with whom I work look back at the year that has gone by and share their thoughts about their goals, their challenges, their growth, their successes, areas in which they would like to continue to work improvement, and their increased confidence. They most often express great pride in this journey that has been bolstered by the strong Resident Educator support structure that has been provided.

Today, were I to have a child or a grandchild in an Ohio school, I would want that child to have the opportunity to work with the best teachers... like those who have completed the high-quality four-year Ohio residency program. I strongly urge our Ohio legislators to maintain the Resident Educator Program and the Resident Educator Summative Assessment. The future of our youngest citizens depends on it.

Respectfully,

Davara Potel
Resident Educator Mentor / Facilitator, Solon City Schools
davarapotel@solonboe.org

I am writing to you today to express my strong opposition to the amendment in Substitute House Bill 49 that would abolish the Resident Educator Program and the Resident Educator Summative Assessment (RESA) in Ohio.

I am currently the Resident Educator Program Coordinator for the Solon City Schools and also serve as a mentor and a facilitator. I served as the Program Coordinator in my district during the years of Praxis III and have continued since the inception of the Resident Educator Program. I have been a teacher in Ohio for 30+ years and have worked with supporting teachers for over 20 years and was previously a Praxis III assessor.

The Resident Educator Program provides a uniform system of support to new teachers in Ohio. As teachers leave the university, our goal should be to provide those individuals with the necessary support and feedback for their entry into the teaching profession while encouraging constant implementation of best practices that are directly aligned with the Ohio Standards for the Teaching Profession. The Resident Educator Program provides a standardized system of mentoring throughout Ohio with a uniform language that is consistent among all Ohio teachers.

The Resident Educator Program provides guidance to teachers as they practice and refine the very important skills of effective planning, implementation, and reflection of lessons and assessments as well as collegial collaboration, professional development and parent/guardian communication. This is done through one-on-one mentoring with a trained mentor who is able to focus on the specific needs of the resident educator. These are skills that all highly-effective teachers should practice whether they are new to the profession or classroom veterans.

The Resident Educator Summative Assessment (RESA) then provides educators with the opportunity to demonstrate the skills they have developed to a highly-trained, unbiased, anonymous assessor. This common standard of performance assessment ensures a guaranteed level of competency for all teachers in the state of Ohio.

Ohio cannot afford to take a step backward and eliminate the Resident Educator Program and the RESA. It is an investment in our teachers and all the students of Ohio. I urge you to maintain the Resident Educator Program and the Resident Educator Summative Assessment.

Sincerely,

Carol Theis, M.Ed.
Resident Educator Program Coordinator
Solon City Schools
caroltheis@solonboe.org

My name is Nan Zawisza, and I write this letter in hopes the Legislature takes into consideration some of my thoughts on teacher evaluation and mentorship.

The problem in education isn't teacher recruiting; it is retention. Each year we lose thousands of teachers nationwide due to "attrition." The way to turn this problem around isn't more money, more textbooks, more professional development! The solution is paying more attention to teacher induction and mentorship. When looking at school systems over the United States, reform efforts are slow in coming. Some states including Ohio have stepped to the plate and introduced induction programs. Since 2011, Ohio has instituted the Resident Educator Program. It is a comprehensive, multi-year program that serves beginning teachers. However, instead of just providing support that first year, RESA supports teachers during their first four years. RESA assures that every teacher is ready for his or her professional license.

I have close to 45 years in education. Half of that time was being part of two different programs that supported and evaluated new teachers. Both programs were successful. However, both only provided assistance in that teacher's first year. The Resident Educator Program provides ongoing support over the first four years of teaching, and the RESA helps move our Ohio teachers more deeply into the reflective process of being an effective teacher.

It would be a travesty to eliminate such a program. If I didn't have first hand experience regarding these types of programs, I could not be as passionate as I am about programs like the Resident Educator Program and performance-based assessments like the RESA.

I am available for any questions you may have.

Sincerely,

Nan Zawisza
Elementary K-8
Special Education K – 12
419-691-8367

Good Afternoon,

I would like to take this opportunity to discuss Ohio's Residency program. My name is Laurel Chapman and I am the Program Coordinator from Cleveland Heights-University Heights City Schools. I have been involved with Ohio's Entry Year program and ultimately their Residency program for the last 15 years. I feel that the current Residency system provides a coherent system of support that helps new teachers as they begin their career. Our newer teachers come out of college with certain skills still needing to be developed. Most can create good lesson plans and instruct basic ideas, but concepts like differentiation and formative assessment are much more complex instructional skills and need to be developed with support. The Residency program provides opportunities to "*try on*" these skills and others. Charlotte Danielson guided us in the creation of our Instructional Standards and has been available as we review and improve our Residency program annually. She also served as an adviser in the creation of our current Evaluation System. The level of coherence she has brought to these interconnected programs helps our new teachers, as they are responsible for only one set of instructional standards whether they are being evaluated by their principal or by RESA. While some of the program is prescriptive, there is some latitude to work on things important to the district. For example, Formative Assessment is very important here in Cleveland Heights, and we have developed workshops that we share with out Residents. For these and a whole host of other benefits, I believe that our Residency program is imperative to creating our next generation of teachers.

I implore you to gather a good deal of information before you make changes to this program. I have teachers who scored the highest scores in RESA in the state, and several who have had to repeat. To a teacher, they all speak positively about the program. I have Career Teach teachers who were not happy to have to be pulled away from us, as they saw the Residency program as helpful. There is ample research that supports mentoring and sees its correlation with student achievement. I would like very much to speak to whatever problems have been raised regarding the program. Is it just frustration on people who have to redo RESA? Is there something else that is a problem. Please advise. I look forward to hearing from you.

Laurel Chapman

I am writing to express my full support for both the Ohio Resident Educator Program and the RESA. My involvement with the RE Program has spanned the last 3 years where I have had the pleasure of working with new teachers in years 1-4. As an educator in an urban district, Cleveland Metropolitan School District, the challenges during the first 5 years can be significant because of the demographics and lack of parental involvement and support. In my District, the RE program provides new teachers with the knowledge and assistance from an experienced mentor teacher often in the same building. This program did not exist 16 plus years ago when I was a new teacher, but I wish it had.

Eliminating this mentoring program would definitely cause more beginner teachers to leave, not only the district, but also education all together. The teachers I have mentored would agree that having a "support system" lessens some of the demands that come with being a new teacher.

The OTES system, which I have trained to become an evaluator, is standards-based but often subjective and flawed. I have seen many evaluators (administrators), play favorites and add personal preferences during the evaluation process. On the other hand, RESA uses experienced educators that have no connection to their district, to evaluate new teachers in a fair and consistent manner. The premise behind RESA is to use a performance-based assessment that translates theory into practice, fosters collaboration, effectively allows candidates to use best practices and yield actionable evidence of teacher quality through an entry program that includes rigorous preparation. Similar to any other respected profession, the RE Program and RESA allow teachers' opportunities to effectively demonstrate their growth and ultimately highlight their strengths while refining areas of need.

Research shows that a high-quality teacher induction program advances teacher effectiveness and I feel as though the combination of both the Ohio Resident Educator Program and RESA does just that. Both programs show evidence of improving and evolving since their inception, after listening to feedback from all parties involved, and this constructive feedback has further created revisions for the 2017/2018 school year.

Please remove the amendment from Substitute House Bill 49 having to do with the RE Program and the RESA. It would be in the best interest of current students and new teachers in Ohio and definitely for the future of education.

Professionally,

Christina I. Johnson
Cleveland Metropolitan School District
Educator: Intervention Specialist
Christina.johnson@clevelandmetroschools.org

3319.223 Ohio teacher residency program.

(A) Not later than January 1, 2011, the superintendent of public instruction and the chancellor of higher education jointly shall establish the Ohio teacher residency program, which shall be ~~an~~ a ~~four-year~~, entry-level program for classroom teachers. Except as provided in division (B) of this section, the teacher residency program shall include at least the following components:

- (1) Mentoring by teachers for the first two years of the program;
- (2) Counseling, as determined necessary by the school district or school, to ensure that program participants receive needed professional development;
- (3) Measures of appropriate progression through the program, which shall include the performance-based assessment prescribed by the state board of education for resident educators ~~in the third year of the program.~~

(B)

(1) For an individual who is teaching career-technical courses under an alternative resident educator license issued under section 3319.26 of the Revised Code or rule of the state board, the Ohio teacher residency program shall include the following components:

(a) Conditions that, as of September 29, 2015, were necessary for a participant in the third and fourth year of the program to complete prior to applying for the professional educator license under division (A)(2) of section 3319.22 of the Revised Code, except as provided in division (B)(2)(b) of this section;

(b) Four years of successful teaching experience under the alternative resident educator license, as verified by the superintendent of the employing school district;

(c) Successful completion of a career-technical workforce development teacher preparation program that consists of not less than twenty-four semester hours, or the equivalent, from a state university. The teacher preparation program shall include a performance-based assessment, to be verified by the institution.

(2) No individual who is teaching career-technical courses under an alternative resident educator license issued under section 3319.26 of the Revised Code or rule of the state board shall be required to do either of the following:

(a) Complete the conditions of the Ohio teacher residency program that a participant, as of September 29, 2015, would have been required to complete during the participant's first and second year of teaching under an alternative resident educator license.

(b) Take the performance-based assessment prescribed by the state board for resident educators.

(C) The teacher residency program shall be aligned with the standards for teachers adopted by the state board under section 3319.61 of the Revised Code and best practices identified by the superintendent of public instruction.

(D) Each person who holds a resident educator license issued under section 3319.22 or 3319.227 of the Revised Code or an alternative resident educator license issued under section 3319.26 of the Revised Code shall participate in the teacher residency program. Successful completion of the program shall be required to qualify any such person for a professional educator license issued under section 3319.22 of the Revised Code.

(E) The educator standards board shall review the Ohio teacher residency program. Not later than April 1, 2018, the educator standards board shall prepare and submit a report regarding its findings and recommendations to the state board of education.

From: Derksen, Nick
Sent: Wednesday, May 10, 2017 6:27 AM
To: 'Adam Hewit'; Kasych, Shawn
Subject: RE: Language and Letters

Thanks Adam for the update.

So would RESA be taken at a specific time then during the four year program as determined by the local boards of education?

Best,

Nick
614-466-2361
Nick.Derksen@ohiohouse.gov

From: Adam Hewit [mailto:adam@govsolgrp.com]
Sent: Wednesday, May 10, 2017 9:19 AM
To: Derksen, Nick <Nick.Derksen@ohiohouse.gov>; Kasych, Shawn <Shawn.Kasych@ohiohouse.gov>
Subject: Fwd: Language and Letters

Attached is the amendment to restore the Resident Educator program and RESA. This has been negotiated by OEA and OFT and Educopia. Everyone is fully in support and it will be part of OEA and OFT testimony.

Adam

----- Forwarded message -----

From: **Matt Verber** <matt.verber@educopia.com>
Date: Tue, May 9, 2017 at 9:23 AM
Subject: Language and Letters
To: "Clark, Melissa [OH]" <shearonm@ohea.org>, "Dotson, Matthew [OH]" <dotsonm@ohea.org>, "DiMauro, Scott [OH]" <dimauros@ohea.org>
Cc: Darold Johnson <djohnson@oft-aft.org>, Adam Hewit <adam@govsolgrp.com>

Melissa, thank you for joining the meeting with Senator Manning. I think the meeting went well, and your participation was definitely helpful.

Matt, Melissa, and Scott,

I have attached the proposed statutory language and letters I provided yesterday. The proposed language is based off the conversation we had in the meeting with Senator Hite and the recommendations Darold provided.

Please let me know if you have any questions.

Best,

Matt

--



Matt Verber

Executive Director of Policy and Advocacy,
Educopia

m: 717-991-9607

e: matt.verber@educopia.com

w: www.educopia.com

From: Adam Hewit
Sent: Wednesday, May 10, 2017 6:31 AM
To: Derksen, Nick
CC: Kasych, Shawn
Subject: Re: Language and Letters

It would be up to the teacher. If they feel they are ready in year two they could start the assessment early.

Sent from my iPhone

On May 10, 2017, at 9:26 AM, "Nick.Derksen@ohiohouse.gov"
<Nick.Derksen@ohiohouse.gov> wrote:

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Matt



Educopia

Matt Verber

Executive Director of Policy and Advocacy,
Educopia

m: 717-991-9607

e: matt.verber@educopia.com

w: www.educopia.com

From: Education Week

Sent: Friday, July 21, 2017 7:58 AM

To: Derksen, Nick

Subject: EdWeek Update: Trump Civil Rights Stance Is 'Dangerous' | DeVos Urges States to Take Reins on K-12 Policy

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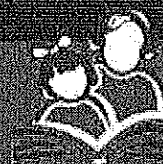
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Trump Stance on Civil Rights Is 'Distressing and Dangerous,' Obama Official Says

Catherine Lhamon, the civil rights chief in Obama's Education Department, says she's worried the nation's civil rights enforcement is reaching a low point. [Read more.](#)



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SIGN-UP FOR OUR 13 RESULTS WEBINAR

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Betsy DeVos Urges States to Take Reins on K-12 Policy

The U.S. secretary of education told those gathered for a conference of the conservative ALEC group that she supports a smaller federal role in education and encouraged states to pursue school choice. [Read more.](#)

(Politics K-12)

- Why Betsy DeVos and ALEC Are Natural Allies on School Choice



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Florida to Seek Waiver From Key ESSA Provisions

A draft proposal targets requirements in the federal K-12 law dealing with disadvantaged and historically underperforming students and already has drawn fierce pushback from civil rights advocates. [Read more.](#) (Education Week)

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AFT Chief: DeVos' Choice Proposals Are 'Polite Cousins of Segregation'

After Randi Weingarten's impassioned speech, critics have begun calling for the teachers' union president's resignation. [Read more.](#) (Teacher Beat)



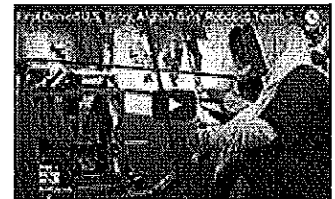
States' Top Teachers Went to Capitol Hill to Lobby for Education

Dozens of state teachers of the year met with members of Congress to lobby for education issues, including preserving the federal money that helps pay for teacher professional development. [Read more.](#) (Teaching Now)

VIDEO

After Fight to Reach U.S., Afghan Girls' Robotics Team Applauded for Courage

The international First Global robotics competition event in Washington attracted teams of teenagers from nearly 160 nations, but an all-girls squad from Afghanistan grabbed the spotlight. [Read more.](#) (Learning the Language)



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NYSED RFQ for Independent Receivers

A newly updated Request For Qualifications (RFQ) for Independent Receivers in New York State has been posted by the New York State Education Department (NYSED) to enable non-profits, individuals, and school districts in good standing to apply to become Approved Independent Receivers of Persistently Struggling and Struggling Schools. For complete guidelines, please visit: <http://www.p12.nysed.gov/compcontracts/compcontracts.html>

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From: Education Week

Sent: Tuesday, August 8, 2017 2:00 AM

To: Derksen, Nick

Subject: EdWeek Update: DeVos Invests More in 'Brain Performance' Company |
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